

**IMPROVING STUDENTS' READING COMPREHENSION ABILITY
THROUGH EXTENSIVE READING AT GRADE VIII OF SMP N 2
BANTUL IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



By

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2013

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**IMPROVING STUDENTS' READING COMPREHENSION ABILITY
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A Thesis



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Accepted by the Board of the Thesis Examiners, Faculty of Languages and Arts,
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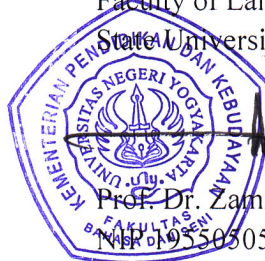
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PERNYATAAN

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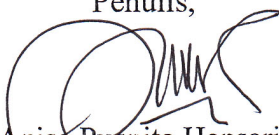
Judul skripsi : Improving the Students' Reading Comprehension Ability through Extensive Reading at Grade VIII of SMP N 2 Bantul in the Academic Year of 2012/2013

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan saya ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, September 2013

Penulis,



Anisa Puspita Hapsari

MOTTOS

"SURELY THERE IS EASE AFTER HARDSHIP."

(AL-INSHIRAH:6)

"THERE IS NO SECRET TO BE SUCCESS. IT IS THE RESULT OF PREPARATION, HARD WORK, AND LEARNING FROM FAILURE."

(COLIN POWEL)

"SOMETIMES THE CARDS WE ARE DEALT WITH ARE NOT FAIR . HOWEVER YOU MUST KEEP SMILING &MOVING ON. "

(TOM JACKSON)

DEDICATIONS

I DEDICATE THIS THESIS TO MY BELOVED PARENTS AND MY WHOLE FAMILY. THANK YOU FOR YOUR DEEPEST LOVE, SUPPORTS, ENCOURAGEMENT, AND PRAYERS ALONG MY LIFE.

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim. Alhamdulillahirobbil'alamin. Praise be to Allah SWT, the Most Merciful, who has given the writer the unremarkable blessings without which the writer would have never finished this thesis. In this opportunity, I would like to acknowledge and thank those people who have contributed to this thesis.

The writer would like to express the deepest thank to her consultant, Dr. Margana, M.Hum., M.A, whose encouragement, guidance and support from the initial to the final phase of this writing enabled her to develop understanding of the subject. Without his guidance and persistent help, this thesis would not have been possible to be finished.

The writer is also grateful to the English teacher of SMP N 2 Bantul, Siti Zumaroh, S. Pd., for supporting the project. My appreciations also go to all the eight grade students of SMP N 2 Bantul for their cooperation during this study.

In addition, the writer offers her greatest gratitude to her family; her parents, Joko Mujirto and Harjanti, for their prayers, support, and extraordinary courage, and her whole family, for giving prayers and support.

The writer also greatly indebted to many friends: Wiji, Sinta, Fany, and Linda for sharing many fun experiences; all friends from class A (Eko, Tyas, Ndaru, Intan, Listi, Ayu, Yayuk, Febi, Kiki, Dewi, and Gusta) who have always given the writer supports and encouragement to finish this thesis; and the other friends who could not be mentioned one by one for their togetherness during the writing process of this thesis.

Finally, the writer realizes that this thesis is still far from being perfect as some mistakes are still found even though they all have been corrected. Therefore, criticisms and suggestions from readers are highly appreciated for the improvement of this thesis.

Bantul, September 29, 2013

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ABSTRACT

This study aims at finding out the impacts of the use of Extensive Reading technique in improving the reading comprehension at grade eight of SMP Negeri 2 Bantul in the academic year of 2012/2013.

This study was categorized as action research. In the study, the researcher collaborated with the English teacher and the students. The data of this study were of qualitative and quantitative. Qualitative data were obtained from the classroom observations, the students' interviews, and the collaborator's interviews. Quantitative data were obtained from the pre-test and the post-test. The instruments for collecting the data were observation guidelines, interview guidelines, the pre-test and the post-test. The data of this study were in the form of field notes, interview transcripts, the scores of the pre-test and the post-test.

The results of this study show that the use of Extensive Reading is effective to improve the students' reading comprehension. It is supported by the qualitative data which show that (1) Extensive Reading technique helps the students to provide the sufficient background knowledge that can facilitate comprehension; (2) Extensive Reading technique can help the students improving their vocabulary mastery; (3) Extensive Reading technique provides the students interesting materials that can attract the students' reading interest and can give positive attitudes toward reading; (4) The Extensive Reading activities such as implementing book flood, implementing sustained silent reading, implementing quick book report, and presenting the materials successfully improve the students' reading comprehension. Moreover, this technique can attract the students' reading interest and build positive attitude toward reading. The mean of the students' reading comprehension scores improves from 67.7 in the pre-test to 80.5 in the post-test. According to the t-statistic, the difference is significant at $p < 0.05$. From the results above, it can be concluded that the use of Extensive Reading technique can improve students' reading comprehension.

CHAPTER 1

INTRODUCTION

A. Background of the Problems

As mentioned in the Standard of Competence and Basic Competence (SC/BC), the purpose of teaching reading at Junior High School grade eight is to provide the students with the ability to understand English written texts. The Standard of Competence and Basic Competence for Junior High School state that the students of grade eight should be able to read aloud, understand, respond the meaning of functional texts and short essays in the form of descriptive, recount, and narrative texts. To be able to understand those texts the students must have good reading comprehension ability.

However, most of Junior High School students still have problems related to reading skills such as they often find difficulties in understanding meaning of unknown words from the context because of their low vocabulary mastery. Moreover, they also face difficulties to find the main idea from a paragraph, make inference after they read a passage, and interpret words meaning, phrases, and sentences related to the text. Due to this problem, the teacher needs to pay attention to problems related to reading skills.

From the preliminary observation, the researcher found that the students at grade eight of SMP Negeri 2 Bantul found difficulties in comprehending English text. The difficulties were caused by several reasons. First, the students have low vocabulary mastery. They find it confusing to understand the meaning

of unknown words in the text. When they found the unknown words, they tried to look up the words in the dictionary. They also often asked the meaning of the unknown words to the teacher. Moreover, when the teacher asked them the antonym or synonym of some words, they could not answer his questions.

The second problem was related to the learning materials used by teacher. The teacher did not use various resources in the teaching and learning process. She always used textbook and *LKS (Lembar Kerja Siswa)* as the main resources. She did not vary the materials or gave the additional materials from other resources. Of course, this condition automatically made the students get bored and not interested in attending the class.

Furthermore, the teaching technique in the teaching and learning process of reading was monotonous. The teaching and learning process was dominated by testing activities. The teacher just instructed the students to read aloud the text, looked up the meaning of unfamiliar words in the dictionary, did some practices in the textbook or *LKS (Lembar Kerja Siswa)* and discussed the answers. The activity was done until the class over.

Based on the problems stated above, the researcher believes that the students need an effort to facilitate them to comprehend English texts well. Therefore, the researcher uses extensive reading as an appropriate technique to improve the students' reading comprehension ability. The researcher uses extensive reading because of several reasons. First, extensive reading is an effective way to improve the students' development in the second language such as to improve students' reading comprehension, the students' vocabulary mastery.

Second, extensive reading can promote fluency and increase reading speed because in extensive reading the students read a lot of materials within their linguistic competency. They are allowed to choose the books they want to read. This makes them easy to develop their fluency and increase reading speed. Third, extensive reading is the only way in which allows the students to read at their comfort zone. Moreover, extensive reading does not followed by comprehension questions. This condition makes the students more eager in reading the book they read and increases the students' motivation.

B. Identification of the Problem

The teaching and learning process of reading is commonly influenced by internal and external factors. The internal factors involve semantic and syntactic knowledge. The external factors involve the students, the students' background knowledge, the students' reading strategies, the learning materials, and the teaching activities. With regard to the observation conducted by the researcher, there are some factors dealing with the factors influencing the students' reading comprehension ability at grade eight of SMP N 2 Bantul.

The first internal factor deals with the students' difficulties to determine meanings of the words, phrases, and sentences from the context. Good readers use their semantic and syntactic knowledge of the topic to form prediction about the text they read. Semantic knowledge is used to determine the words, phrases, sentences in the context. When the readers do not know the words, the phrases, even the sentences meaning they can guess them from the context. Meanwhile, the syntactic knowledge uses the clues about classes of words (such as noun, verb,

adjective) and their functions (such as subject and object) to determine the meaning of the individual word in the text. Both semantic and syntactic knowledge are important because they can help the readers to identify words, phrases, sentences in the context and lead deeper understanding. Related to the statement above, the students of SMP N 2 Bantul still found difficulties to determine meaning of words, phrases, and sentences when they read the text. It was caused they lack of semantic and syntactic knowledge. When they read the text and they did not know the meaning of words and phrases, they just skipped those parts without guessing them. So, they find it difficult to comprehend the text.

The second problem is related to the external problem, namely the students. Many students of SMP N 2 Bantul have still poor vocabulary mastery. They find it still confused in understanding the meaning of unknown words from the contexts. It can be seen from their inability in finding antonyms and synonyms of words. Moreover, if they found unknown words they directly look up to find the meanings from the dictionary. They also often asked the meaning of unknown words to the teacher. It indicated that they still have low vocabulary mastery.

The third problem is related to the students' background knowledge. Reading that is often referred as reading comprehension can be defined as activities that extract and construct meaning through interaction with written language. Readers construct meaning from the text that they read, absorb new information and compare it to their pre-existing knowledge (background knowledge). With regard to the explanation above, the students of SMP N 2

Bantul still have difficulties in comprehending the texts because they did not have sufficient background knowledge about the topic of the text they read. When the students did not have sufficient background knowledge, they will get difficulties to comprehend the text. It was clear that the students who have sufficient background knowledge about the topic of the text find it easy to comprehend the text.

The fourth problem is related to the students' reading strategies. Brown (2001: 306) proposes ten reading strategies, namely identify the purpose of reading, use graphemic rule, silent reading techniques, skimming, scanning, semantic mapping or clustering, guessing, analyze vocabulary, distinguish between literal and implied meaning, and capitalize on discourse markers to process relationship. With regard to the statements above, the students of SMP N 2 Bantul still have difficulties in comprehending the text because they did not apply one of the reading strategies proposed by Brown. In reading teaching and learning process, the students just read the text without understanding it. Moreover, the teacher also never taught them to apply reading strategies, such as identifying the purpose of reading the text, skimming the text for looking main ideas, scanning the text for looking specific information, etc. So, they find it difficult to know the purpose of reading the text, find the main idea, make inferences, search specific information in the text such as looking for dates, names, or list a certain number of supporting details, and interpreting words meanings, phrases, and sentences related to the text.

Furthermore, the learning materials used by teacher were not interesting. The teacher only used the materials from the textbook and the students' worksheet. He never gave additional materials to enrich the students' exposure such as using English newspaper, magazines, articles, etc. She only instructed the students to read aloud and did some tasks from the textbook and the students' worksheet. Of course, this would make them have lack of exposure and did not get them interested in learning reading.

Moreover, the teaching technique in the teaching and learning process was monotonous. The teacher did not vary the activities. In the daily learning activities, the teaching and learning process was dominated by testing activities. The teacher instructed the students to do some practice in the textbook or the students' worksheet. After they finished their works, the teacher pointed the students to read aloud the texts and answered the questions. The teacher also translated and discussed the tasks. The activity was done until the class over. There was no teaching variation used by the teacher. This made the students uninterested and unmotivated in learning English.

C. Limitation of the Problem

Due to many problems influencing the students' reading comprehension ability that is faced by the grade eight students of SMP N 2 Bantul, it is impossible for the researcher to solve all the problems. This research focuses on improving the students' reading comprehension ability through extensive reading.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the research question is formulated as follows: “how can extensive reading be used to improve the students’ reading comprehension ability at grade eight of SMP N 2 Bantul in the academic year of 2012/2013?”

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is to describe the efforts to improve the students’ reading comprehension ability through extensive reading at grade eight of SMP N 2 Bantul in the academic year of 2012/2013.

F. Significance of the Research

The study is conducted toward theoretical and practical significance. Theoretically, this study can support the current theory about the significance of extensive reading in teaching and learning process, especially on reading. Practically, it enables the students to get new experiences in improving their reading comprehension ability through extensive reading. Besides, it is also expected to give information for the English teacher to select learning materials and use an effective strategy to improve the students’ reading comprehension through extensive reading. This study can be also an inspiration and reference for other researchers in conducting similar research to increase the quality of the students’ reading comprehension ability.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of theories concerning the research topics and conceptual framework underlying the study. This is presented in five headings: reading comprehension, the extensive reading, practical use of extensive reading in the classroom, relevant studies, and conceptual framework.

A. Reading Comprehension

1. Definition of Reading

Bernhardt in Celce-Murcia (2001: 154) states that reading is an interactive process. In this process, there are some parts that interact each other, namely a text, a reader, and a social context. The reader constructs the meaning in a written text through the symbol that is presented in it. The construction of the meaning is influenced by the reader's experience, language background, cultural framework, and the purpose of reading.

Cline et al. (2006: 2) states that reading is the process of deriving meaning from a text. The writer encodes the message in his mind (it can be an idea, a fact, a feeling, an argument, etc.) that he or she wants to share to the readers in the form of written text. Once the text is accessed by the readers, they receive or decode the message from the text.

Nuttall in Adam (2008: 7) defines reading as the extraction of meaning from a written text. The written text is viewed as the vehicle of communication from the writer to the reader. It presents the message that is encoded by the writer.

Then the reader reads and decodes the message from the written text. The message enters the reader's mind and the communication occurs.

Abbas and Seyedeh (2011: 143) say that reading is an interactive process between the readers and the text. The readers construct the information from the text based on the knowledge drawn from the text and the prior knowledge or background knowledge possessed by the readers. In this process, they bring what they have already known from personal experience and the knowledge of the text to make prediction about what is in the text.

It can be concluded that reading is not a simple process. It is not only decoding the message from the text but also getting the meaning from the text. It involves an interaction process between the writer and the text and also the transaction between the reader and the writer through the text.

2. Definition of Reading Comprehension

Snow (2002: 11) defines reading comprehension as a process of extracting and constructing meaning in a written text. The readers construct the meaning from the text that they read. They absorb the information, and then they connect it with their background knowledge (prior knowledge). The role of the background knowledge is important in comprehending the text. If the readers have a lot of prior knowledge, they can find it easier to construct the meaning from the text and the comprehension occur fastly.

Celce-Murcia (2001: 188) proposes reading comprehension as a process that requires the readers to draw information from a text and combine it with the information and expectation that the readers have (background knowledge). This

process tries to find a match, forms a hypothesis or prediction about what they are reading. When they are successful to match between the information in the text and the background knowledge, the comprehension occurs easily.

Elizabeth et al. (2003: 14) states that reading comprehension is the process of deriving meaning from a written text. It is not a passive process but an active one. The readers actively interact with the text to construct meaning. This interaction includes making use of background knowledge to draw inferences from the words, expression that a writer uses to deliver information, ideas, argument, etc.

Kintsch and Kintch in Fatemeh (2011: 239) consider that reading comprehension is a process that involves the integration of decoding ability, vocabulary knowledge, background knowledge and the use of strategies to make sense the text and understand it. In this process, those parts interact dynamically to get meaning from the text.

Moreover, in reading comprehension, the readers have to employ a wide range of appropriate reading strategies (Paris, et al., 2009: 283). Reading strategies are to help the readers decoding the text, understand the words and construct the meaning from the text. In this process, reading strategies involve conscious and unconscious use of various strategies such as cognitive, metacognitive, and social affective strategies.

In reference to the explanation above, Brown (2001: 306) proposes some strategies that can be used in comprehending the text which include identifying of reading purpose, using graphemic rule, using silent reading technique, skimming,

scanning, semantic mapping or clustering, guessing, analyzing vocabulary, distinguishing between literal and implied meaning, and capitalizing on discourse markers to process relationship. These strategies can be implemented in the reading classroom in order to help the students to decode the text, understand words and construct the meaning of the text.

The theories above suggest that reading comprehension is very complex activities. The readers are viewed as active participants that extract and construct a meaning from a written text. In extracting and constructing the meaning, they activate their background knowledge to connect the data with what is already known in their brain and draw information that is found in the text. They also use various kinds of knowledge, vocabulary knowledge, and appropriate strategies to get the meaning from the text.

3. Reading Models Processes

There are three ways to process the text (Phirie, et al., 2000:9). They are bottom-up processing, top-down processing, and interactive processing.

a. Bottom-up processing (data-driven)

In this process, the readers determine the meaning from the text by decoding the smallest textual units, for example letter by letter, word by word to the larger units phrase, clause, sentences, and texts.

b. Top-down processing (concept-driven)

In this stage, the readers use their pre-existing knowledge or background knowledge to relate the topic of the text in order to understand the text. They can make prediction, interpretation and guess from the title, pictures, knowledge of

the world, etc. Then they compare those parts that are found in the text with their background knowledge to comprehend the text.

c. Interactive processing

This process is a combination of top-down and bottom-up processing. In this process, they complement each other to derive the meaning from a written text. The readers adopt the top-down processing to predict possible meaning using their background knowledge. Then they move to the bottom-up processing by recognizing letters, words, phrase, clause and sentences to confirm the writer's intended meaning.

4. Factors Affecting Reading Comprehension

Reading comprehension is affected by some factors. Here are some ideas of factors that affect reading comprehension proposed by some experts. Comprehension is the process of understanding of words, sentences and connected text (Elisabeth, et al., 2003: 6). The readers use background knowledge, vocabulary, grammatical knowledge, experience with text and appropriate strategies to help them in understanding the written text. Those are the components that affect the readers in comprehending the written text.

Reading comprehension involves much more than readers' responses to the text (Klingner, 2007: 8). Reading comprehension is a complex process. It involves many interactions between readers, what they bring to the text (previous knowledge and strategies used) and variables related to the text (interest in text, understanding of text types).

Moreover, readers need to develop some abilities in comprehending the text (Celce-Murcia, 2001: 18). Those abilities are to recognize word recognition, vocabulary development, text-structure awareness, and reading strategic. Those components help the readers to comprehend the text.

Next, reading comprehension is a complex ability. There are three elements affecting reading comprehension, namely the reader, the text and the activity (Snow, et al., 2002: 11). The readers bring their cognitive abilities (attention, memory, critical analytic ability, inference, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

In addition, rhetorical patterns or structures can affect reading comprehension (Alastair, 2002: 1). Rhetorical patterns or structures involve the logical text organizations that help the writer to write the intended meaning. There are five components of rhetorical patterns, namely listing, comparison and contrast, temporal sequences, cause and effect, problem and solution. The readers need to recognize those patterns in order to help them to differentiate between important and unimportant information found in the text.

In conclusion, reading comprehension is not a simple process. It is affected by some factors such as background knowledge, strategy used, reader, text, activity, rhetorical patterns, etc. All of the components relate each other in affecting the readers during the reading process.

5. Teaching Reading Comprehension

Teaching is to guide and facilitate learning, enable the learner to learn, set the conditions for learning (Brown, 2000: 7). Thus, it can be implied that teaching reading is to help, guide, provide knowledge, and give instructions in the teaching and learning process.

Related to the explanation above, teaching reading helps the students to derive meaning from the written text and applying strategies to get the meaning. In this case, the teacher plays important role in this process. The teacher should facilitate and promote the students with the appropriate materials, strategies and set situation in which enable the students to learn reading effectively.

Teaching reading comprehension is very crucial in language learning. It gives many contributions to the development of others skills. The successful of teaching reading comprehension cannot be separated from the role of teacher. According to Harmer (2007: 57) the teacher's role is to help the students to learn and to facilitate them. Some of the teacher's role can be as an organizer, an assessor, and a resource. As the organizer, she has to organize them to a various activities, engage their interest and ensure their participation. As the assessor, she should give feedback, correction and grade them in various ways. As the resource, she should give appropriate information to them. Related to the teaching reading comprehension, she should be the organizer, the assessor, and the resource to facilitate and promote the materials, strategies, and activities to them.

The explanations above suggest that teaching reading comprehension needs special focus in language learning. The successful of teaching comprehension cannot be separated from the teacher's role because of his contribution in facilitating and managing the materials, strategies, and strategies in the teaching learning process.

6. Teaching Reading comprehension of the Grade Eight Students of Junior High School

Brown (2001: 92) reveals that the students of Junior High School can be categorized as the young adults or teenagers. Their ages range between twelve and eighteen or so. They are in between childhood and adulthood. Moreover, Cameroon (2001: 139) states that the student's age is one of the factors affecting the students in learning reading. The students at this age have special characteristics. Therefore, they need special treatment from the teacher in the teaching and learning process.

In line with Cameroon statements, Harmer (2000: 37) reveals that the age of the students is a major factor to make decision about how and what to teach. He adds that teenager may be disruptive in classroom because they feel boredom, but if they are engaged to the activity, they have a great capacity to learn, a great potential for creativity, and passionate commitment to things which interest them. Therefore, the teacher must provoke their engagement with material which is relevant to their ages and interest and try to make them involving in the activities.

Teaching reading comprehension is a process to help the students to derive meaning from the text and apply appropriate strategies to get the meaning. The teacher's task is to facilitate them with the appropriate materials and treat them in order they involve to the activity and enable them to learn reading effectively.

In conclusion, teaching reading comprehension of the intermediate level in this case the grade eight students of junior high school is not an easy matter. The teacher should consider some factors, namely the age, the material, the activity, etc. The students at this age are in transition from childhood and adulthood, so they need the interesting materials and the activity that can involve them in teaching and learning process.

B. The Extensive Reading

1. Definition of Extensive Reading

There are a lot of definitions of extensive reading proposed by some experts. Steve (2005: 28) defines that extensive reading is the reading of large amounts of materials, the materials are easy to understand, it is usually done outside the classroom and the students read at their comfort zone. They are free to choose reading materials they want to read. If the reading materials are not interesting, they are encouraged to return it and should find another interesting material.

Day and Bamford (2004: 1) state that extensive reading is an approach in language teaching in which the students read a lot easy of materials in the target language. They can choose their own reading material and read it independently

of the teacher. They read for general understanding and they read for information and for enjoyment. If the material is not interesting or it is too difficult, they should stop their reading. Their reading should be at comfort zone-range, the material that they choose should be read easily and with confidence.

Brown (2001:313) says that extensive reading is to get general understanding of a longer text (it can be book, long article, essay, magazine, newspaper, etc). It is usually performed out of classroom. It is often called “pleasure reading”, “free voluntary reading”, “sustained silent reading”, and “self-selected reading”. Reading is done for pleasure without added a comprehension test afterwards. The students are allowed to choose the materials they read depending on their interest. The use of dictionary is abandoned because the purpose of the extensive reading is to gain general understanding of the text. Therefore, the students are not necessary to understand each word in the text.

In extensive reading classroom, the students read a lot of simple text in order to enable them reading smoothly, confidently, and pleurably (Waring & Takahashi, 2000: 6). Moreover, extensive reading is the easiest and most effective way to improve the students’ skills (Nuttall, 2005: 127). It is also claimed that the students will read better if they learn in a favourable climate.

In addition many English Foreign Language researchers (Camiciottoli, 2001:12) suggest that extensive reading as a good strategy to improve reading proficiency and have confirmed its effectiveness in building linguistic competence (reading ability, vocabulary, writing, and spelling skills).

Based on the definitions above, it can be said that extensive reading is reading a lot of materials in the students' linguistic competence. The students are free to choose their own reading materials and bring it outside the classroom. It is done for reading for pleasure and for general understanding, so there is no comprehension test after it. It is also abandoned to use dictionary while reading because it will bother the students' attention.

2. Benefit of Extensive Reading

There are a lot of benefits of extensive reading proposed by the researchers. Extensive reading is an effective way to improve reading fluency, reading speed, comprehension, and other language skills (Bell, 2001:10). As the students are assigned to read a lot material and the aim of extensive reading is to general understanding. So, they do not need to concern with the meaning of individual word or sentences. The speed and fluency are important to facilitate enjoyment and comprehension to the material that they read. Moreover, it also improves other language skills such as listening, writing, and speaking skills. In listening skills, the students will get a lot of exposure of vocabulary and discourse through reading a lot material in which helps them to improve their listening skill. In writing skill, the students can summarize and take a note after they read the material. In speaking skill, the students can present the material they read in front of the class or in a reading group. These activities can help them improving their writing and speaking skills.

Ali (2012: 166) reveals that extensive reading can be effective in increasing students' motivation. In extensive reading, the materials are self-

selected based on the students' level and interest. The topic can be selected by them. They can choose the materials that they want to read and enjoy it. Of course, it will enhance their motivation to read and also build reading habit for them. Additionally, Kembo in Ali (2012: 166) says that extensive reading can be the effective way to improve the students' motivation and it can develop the students' confidence in reading long material. Extensive reading does not followed by comprehension questions, so it does not make the students feel anxiety to their reading. They can enjoy the materials, increase their motivation to read and confidence in reading long material.

Bell in Rahmatollah (2011: 162) says that extensive reading is an effective way to develop reading fluency, reading comprehension, and vocabulary. Moreover, Day and Pazhakh (2010: 388) argue that extensive reading can have good impact on the students development in learning second language. It can be an improving reading ability, the students' language proficiency (spelling, grammar, vocabulary, and writing) improving the students' motivation, positive attitude in reading long materials, promote reading fluency and increase reading speed.

Bamford (1998:34) states that there are a lot of literatures in scholarly journals that reports the impact of extensive reading on development in second language and foreign language learning. The result can be seen in table 1 below, the participants of this study are from young children to adults. This study shows that people who engage in the extensive reading program will be better readers in target language. They will be enhancing in reading comprehension, increasing

reading rates, increasing motivation to read, developing positive attitude toward reading, gaining overall language proficiency (listening and speaking, writing abilities), increasing vocabulary knowledge.

Table 1. Results of studies of the benefits of the extensive reading on EFL & ESL students

Study	Population	Results
Iwahori 2008	EFL; secondary; Japan	Increase in reading rate & general language proficiency
Nishono 2007	EFL; secondary; Japan	Increase in reading strategies & motivation
Horst 2005	ESL; adults; Canada	Increase vocabulary
Kusanagi 2004	EFL; adults; Japan	Increase in reading rate
Taguchi et al. 2004	EFL; adults; Japan	Increase in reading rate
Sheu 2003	EFL; junior high school; Taiwan	Increase in general language proficiency
Asraf & Ahmad 2003	EFL; middle school; Malaysia	Increase in attitude
Takase 2003	EFL; secondary; Japan	Increase in motivation
Bell 2001	EFL; university; Yemen	Increase in reading rate & general language proficiency
Mason & Krashen 1997	EFL; university; Japan	Increase in writing proficiency
Tsang 1996	EFL; secondary; Hong Kong	Increase in writing proficiency
Masuhara et al. 1996	EFL; university; Japan	Increase in reading proficiency & rate
Cho & Krashen 1994	ESL; adults; USA	Increase in reading proficiency, oral fluency, vocabulary knowledge, & attitude & motivation
Lai 1993 a, b	EFL; secondary; Hong Kong	Increase in reading proficiency & vocabulary
Elley 1991	EFL; primary; Singapore	Increase in reading proficiency & attitude & motivation

Hafiz & Tudor 1990	EFL; primary; Pakistan	Increase in writing proficiency & vocabulary knowledge
Robb & Susser 1989	EFL; university; Japan	Increase in reading proficiency and attitude
Pitts, White, & Krashen, 1989	ESL; adults; USA	Increase in vocabulary knowledge
Janopoulos 1986	EFL; university; USA	Increase in writing proficiency
Elley & Mangubhai 1981	EFL; primary; Fiji	Increases in reading proficiency & general language proficiency including listening & writing; increase in attitude & motivation

(Day and Bamford, 1998: 34)

3. Principles of Extensive Reading

Julian and Bamford (2004: 2) propose the principles in conducting the extensive reading program. The points can be presented as follows:

- a. The reading material is easy to be understood.

The material that the students read should be easy to be understood, it covers few unknown of vocabulary. So, the students do not need to struggle with difficult material. They can enjoy their reading and read it fluently.

- b. The material should have a wide range of topic.

The material is graded readers; it should be available on wide range of topic. So, the students can choose the material they like based on their interest and level. The material can be from magazines, books, comic, newspapers that are written in target language. This variety can encourage the students to select the material they want.

- c. The students choose the material that they want to read.

Self-selected material is the technical term in extensive reading. The students are free to select the material they want to read. This helps them to enjoy their reading. If they find uninteresting material or they find it too difficult, they are encouraged to stop their reading or return the material and then find another.

- d. The students read the materials as often as possible.

In extensive reading program, the students read a lot easy of materials in the target language. They are supposed to read the materials as often as possible. The teacher should make a target for their students. For example, the students of beginner and intermediate levels are supposed to read a book per week. This is a realistic target, as the books for them are short.

- e. Reading speed is usually faster rather than slower.

The material of extensive reading should be easy to understand. So, the students will be easy to understand the material they read. They are discouraged using dictionary because it interrupts their reading, as the focus of extensive reading is to build the students' fluency. Conversely, they are encouraged to guess the meaning of unknown words from the context that they read.

- f. The purpose of reading is related to pleasure, information and general understanding.

In extensive reading program, the students are not required to understand detailed information of the material. They are encouraged reading for pleasure and get general understanding. So, they do not need to concern the meaning of every single word in the material.

- g. Reading is individual and silent.

The students read the material on their own pace. They are free to choose the material they want to read. They read it silently without any help from the teacher and they read it out of the classroom, in their own time, whenever and wherever they want.

- h. Reading is its own reward.

In the extensive reading program, it is usually not followed by comprehension questions. As the goal of extensive reading is to get the students' experience and enjoy their reading. However, the teacher has to design the activities that reflect their experience during reading. The teacher can ask them to complete follow-up activities after they finish their reading.

- i. The teacher orients and guides the students.

Before the students start their reading, the teacher has to give them orientation about what extensive reading is, why they are doing it, what benefit of extensive reading, some rules of extensive reading, etc. The teacher has to guide them in order they can get maximum result from their reading. The teacher can check how much they read, check whether they are interested or not toward their reading, etc.

- j. The teacher's role is to be a model for the students.

In extensive reading program, the teacher is an act to be a model for the students. For instance, during the silent reading, the teacher has to read the material; it can be the model for the students. The teacher should be familiar with the topic of the material in order to give recommendation for the students toward

what topic should they read. When the teacher and the students talk the material after reading, it can create informal reading community and they can share their own experiences during reading.

4. Graded Readers

Donnes and Hill (2004: 2) state that graded readers are simplified books, both fictions and non-fictions in which the vocabularies, the grammatical structures, and language difficulties are also simplified. Graded readers are used to help the students to read in easy way. They are free to choose the books based on their level proficiency. As the most students of second language learning feel that reading is a kind of daunting task. They usually find a lot of unknown words and the languages presented are beyond their capabilities. So, they find difficulties to understand the books.

In using graded readers the students do not need to look up all of the unknown words in the dictionary that they meet. They can skip them and continue their reading. It helps them to build reading fluency and reading speed and finally it affects their reading comprehension. It can be the excellent way to motivate the students to read and they can enjoy their reading.

Moreover, Hedge (2005: 146) states that since extensive reading help the students develop reading ability, the second language learning program should provide selected text which is graded\ conditions for reading (Nation, 2005). The teacher can use them in order to enable their students to achieve reading independency. They can choose their own reading text based on their interest, level proficiency, content, and level of difficulty.

In conclusion, the graded readers are simplification text for second language students which cover simplification the vocabulary, the grammar, the structures, and the language difficulties. The purposes of graded readers are to provide the material for the students within their competency, enable them to read in favourable climate, develop the students' reading fluency and speed that affect their reading comprehension.

C. Practical Use of Extensive Reading in the Classroom

Implementing extensive reading program needs commitment from teacher and students. Here are some steps of implementation of extensive reading program proposed by Lichun (2009: 117).

1. Organizing class library.

A class library provides the students with various materials which are graded readers; it can be fiction and non-fiction books, newspapers, magazines, articles, etc. The materials should have a wide range of topic and genres such as issue, romance, detective, drama thrillers, etc. So, the students can choose their own material based on their level and interest. If they find the material too difficult to read, they should stop their reading and should find another material.

The teacher can prepare bookshelf in front of the classroom. Then she can ask some students to bring one or two materials to the classroom and put them on the bookshelf. It can be done by some students to be librarians per week, taking charge borrowing and returning the materials. Some set of methods will be explained as follows:

a. Displaying on wall

The teacher can make a grid on the wall, which lists the names of the materials and the students' names. Then the librarians write the date when their friends finish reading the material. Through this activity, they can know what others read and when they finish their reading. It makes them more eager to read and they will compete each other in finishing their reading.

b. Writing comment

The librarians can prepare one note list for each material. They can ask their friend to write short comment for the material they have read. It can be several words or one or two sentences about the material they have finished. The teacher can let their students to see their classmates' comments; it gives them high motivation to read more.

2. Showing the importance

Before conducting extensive reading program, the teacher has to give explanation to the students about the importance of conducting extensive reading program, the benefit of extensive reading, how to start to read, etc. The teacher's explanation helps them to understand and encourage them to read.

a. Implementing various English reading materials (book flood)

The students were provided a lot of reading materials. They were allowed to choose reading materials based on their interest. In this activity, they could stop and change their materials if the materials were too difficult for them. This activity was aimed to attract the students' reading interest and to read pleurably.

b. Silent reading time

The teacher spends 20 minutes in conducting extensive reading. The teacher and the students can select the materials from the bookshelf, 15 minutes is needed to have silent reading and 5 minutes is for asking open ended questions. For example: “Do you want to borrow this book to read this weekend? Why?” “How do you like the material, What made you choose that material?”, and etc.

c. Applying reading material

It is better for the teacher to apply what the students read outside of the classroom during to the classroom teaching and learning activities. If the teacher succeeds to bring this atmosphere, the students will motivate to read more. For instance, when the teacher teaches vocabulary, he is better to use sentences related to the materials that the students read. The teacher can say “Snow white is very beautiful, while her step mother is cruel.” Through this method, the students get better understanding toward their reading and it stimulates them to read after the class finished.

d. Book report

After they finish their reading, every student is asked to make book report; it includes the names of the book, what they are thinking after reading, and how they recommend the book to their classmates, comments of quality the book, etc. Through this activity, the students listen and report the book information; it is an effective way to improve speaking skill.

Moreover, Fanshao (2009: 135) proposes some techniques and procedures of implementing extensive reading program. First, the teacher can ask

their students to fill a short record form containing the name of the book they read, its level, how long they need to read the book, a brief comment about quality of the book, etc.

Second, the students have to present an oral report on each book they read in front of the class or in a reading group. The reports cover the name of the book, type of the story, setting, whether the book is enjoyable or well written or not.

Third, group discussion consists of four or five students; it is organized based on the students who read the same book. After the discussion ends, they can prepare an oral book report or a written review that have to present to others in front of the classroom. These activities can help them to improve their speaking and writing abilities.

Fourth, the teacher can provide individual counselling, he can ask the students about their reading experience, their progress after conducting extensive reading, their problems, and the teacher can give the best solution to overcome the problems found. This activity can be done when the other students engage their reading. Finally, the students get reward from the teacher depends on the quantity of reading they do. This activity are purposed to motivate the students to read more.

D. Relevant Studies

There are some relevant studies of extensive reading to improve the students' reading comprehension ability. Here are some of the studies.

Leung (2002: 73) reveals that reading comprehension gradually improved by applying extensive reading program. It implies that extensive reading can be an effective means to improve the students' reading comprehension in learning second language.

Bell (2001: 10) proposes that extensive reading program using graded readers led much greater improvement in the students' reading speed and the students' reading comprehension than traditional text-based, intensive language exploitation activities. Similar to the first journal, this journal also shows that extensive reading as the means for improving reading comprehension and reading speed.

Morgado (2009: 38) states that extensive reading can improve the students' reading comprehension. Furthermore, the students also give their opinion toward extensive reading; they say that extensive reading can help them build vocabulary, reading comprehension, reading skill, and confidence.

In conclusion, relevant studies above show that extensive reading can be effective means for teaching reading comprehension. Thus, the studies support that the idea of extensive reading as a technique for teaching reading comprehension to the grade eight of SMP N 2 Bantul.

E. Conceptual Framework

This research starts with the problems occurred in the teaching and learning process. The problem is related to the students' reading comprehension ability such as they have low vocabulary mastery, the students' do not have sufficient background knowledge, the learning material are not interesting, the

teaching and learning process is dominated by testing, and the students' interest are lacked.

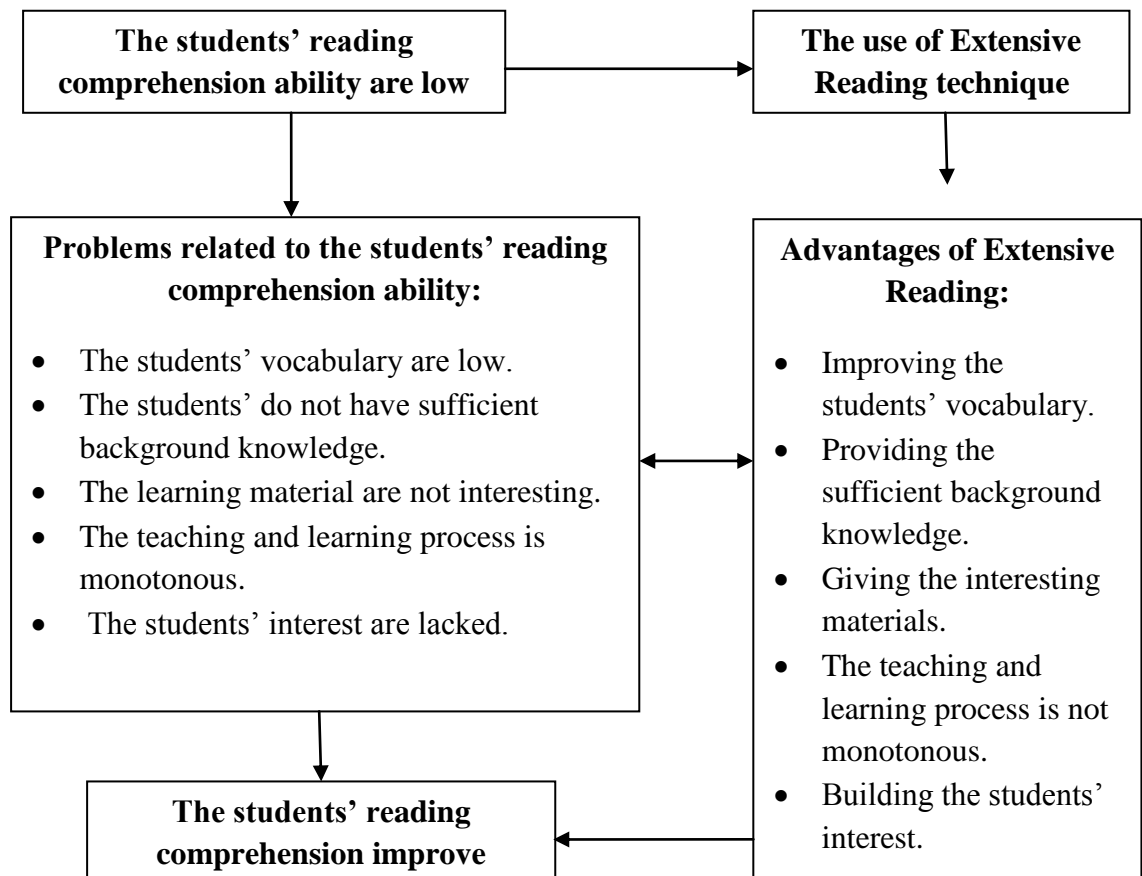
Based on the problems above, the researcher uses the extensive reading technique as an effort to improve the students' reading comprehension ability. The extensive reading technique is reading a lot of easy materials in the target language. The students are free to choose their own reading materials. It is done for general understanding and for reading for pleasure, so they do not allow looking up the dictionary while reading because it bothers the students' attention.

Extensive reading gives the students a lot of exposure within their language competence. It should be at the students' current level acquisition. In this level, it allows them to get faster processing of the text. By reading a lot of exposure, it helps them to build familiarity of background knowledge of the topic and also the students' vocabulary increases and finally it facilitates the students' reading comprehension.

Moreover, in the extensive reading, the materials are self-selected based on the students' interest and the students' level. They can choose their own materials, they can stop and choose another material if they find it too difficult for them. It makes them reading at their comfort zone. They can learn best if they are in their comfort zone. It develops their positive attitude and motivation to read.

These efforts can be done through action research. The research members involve the English teacher, the VIII C students. Here, the research works collaboratively with the English teacher. In this research, there are some steps must be followed. The first is identifying the problems occurring in the English

teaching and learning process. The second is planning the actions. The third is implementing the actions. The last is to reflect the actions done. The conceptual framework of the study can be seen in the illustration below.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was categorized as action research. This research was aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher collaborated with the English teacher to conduct the research. The steps in this research were identifying the problems, planning and carrying out the actions, observing and reflecting on the actions implemented in the study (Kemmis & Mc. Taggart in Burns, 2010: 7-8). The action research cycles can be seen below.

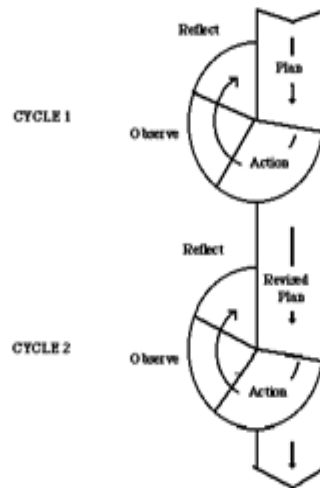


Figure I: The steps of action research

B. Research Setting and Schedule

This research was conducted in SMP N 2 Bantul. This school was located on Jalan Bantul km 16. There were some reasons why this research was conducted at this school. First, the school location was strategic. Second, the school was the favourite school in Bantul. Third, the school facilities were completed. In this research, the action process was conducted from March to May.

C. Subjects of the Research

This research subjects involved the English teacher, the students of the grade eight, and the researcher herself. The VIII C class consisted of 29 students. Most of them were from middle class economic background. The reason why the researcher chose the VIII C class was because the students' reading achievements were low.

D. Instruments of the Research

The instruments for collecting the data were a test instrument and non-test instruments. The test instrument was a test item and the data of test instrument was in the form of numerical data. While, non-test instruments were an interview guideline and an observation guideline and the data of non-test instruments were in the form of interview transcript and field notes.

The instruments for collecting the data were an observation guideline, interview guideline, and reading comprehension test. Observation guideline was in the form of checklist. It was used as guideline to observe the teaching and learning process. The data of aspects observed during the teaching and learning process were described in the form of field notes. Then, the interview guide was used to gain the

opinions, responses and the feedbacks from the research members after the implementation of this research. The last was the reading comprehension tests namely a pre-test and a post-test. The reading comprehension test was in the form of multiple choice tests consisting of 50 items. The text materials were adapted from English textbooks. The pre-test was given to know the students' ability in comprehending the English test before the treatment. Later, the post-test was given to know whether there is any improvement or not after the treatment.

E. Procedures of Collecting Data

The data of the research were gained by conducting the observations during teaching and learning process of reading, conducting the interview after class session, and administering the reading comprehension test in the form of pre-test and post-test a part of monitoring sequences. Through this action, the researcher collected the opinions, suggestions, comments, and expectations from the research members.

F. The Validity and Reliability of the Data

1. The Validity of the Data

Anderson et al., in Burns (1999:161-162) proposes that there are five criteria of validity, they are democratic validity, outcome validity, process validity, catalytic validity, and dialog validity.

Democratic validity concerned to the extent in which the research is truly collaborative. Here, the researcher interviewed the research members namely the English teacher and the VIII C students of SMP N 2 Bantul.

Outcome validity related to the notion of actions leading to the outcomes that is successful within research context. Here, the researcher created the questions related to the new problems that were found in the class. This action was done after the researcher did the reflection.

Process validity related to dependability and competency of the research. To get the process validity, the researcher observed the class condition, the students' attitudes toward the teaching technique used by the researcher. The data observed were described in the form of filed notes.

Catalytic validity dealt with the opportunity which the participants got to deepen their understanding of the research by monitoring other participants. Here, the researcher made the reflection toward actions done, asked the questions to the students and English teacher, and observed the implementation of the actions.

In obtaining dialogic validity , the researcher asked the English teacher as the peer review to give criticism and suggestions toward the implementation done. This action aimed to reveal the strengths and weakness of the action implemented, so the research could be improved in the next meeting.

2. The Reliability of the Data

To avoid subjectivity in analysing data and to get trustworthiness, the researcher used triangulation through the interviews and observations. Burns (1999: 163) stated that triangulation was a way of arguing if the different methods of investigation produce the same result then the data were likely to be valid. There were four types of triangulation. They are time triangulation, space triangulation,

investigator triangulation, and theoretical triangulation. In this research, only time triangulation and investigator triangulation were used to validate the data. They would be presented as follows.

a. Time Triangulation

This research was conducted from February 27th 2013 until April 28th 2013. The data of the research were taken in a period of the time. It was to observe the factors involved and the changes after the implementation of the research. The changes related the students' reading comprehension ability was monitored in each meeting of the cycle.

b. Investigator Triangulation

Investigator triangulation used observer to avoid observer bias and helped checks on the reliability of the observation. Here, the researcher consulted with the collaborator, checked the data recorded such as the students' attitudes during teaching and learning process, the effectiveness of teaching technique, the class atmosphere, etc. The result was written in the form of filed notes. Then, the researcher and collaborator crosschecked the data to match the data.

G. Research Procedure

1. Reconnaissance

The first step in conducting action research was reconnaissance. In this step the researcher conducted the classroom observation of English teaching and learning process, interviewed the English teacher and the VIII C students. Through this action, the researcher found facts, information, and the problem through observation

in the classroom. Then, the researcher analyses the existing problems related to the students' low proficiency in reading comprehension.

2. Planning

To improve the students' reading comprehension, the researcher worked with the English teacher to plan the actions to solve the problems found in the field. The actions focused on the use of extensive reading in improving reading comprehension. The actions planned were presented below.

The first action done was writing the test item for pre-test and post-test. Here, the test item was taken from some resources such as the course books and the students' worksheet. The test item was formulated based on syllabus for the eight grade of junior high school. The second action was composing the teaching materials to be taught. Here, the researcher adapted the teaching materials from some resources such as course books, the students' worksheet. The last was deciding the classroom activities that could elicit the students' ability in comprehending text.

3. Actions and Observation

The research began by conducting observation. The researcher conducted the observation to know the problems found in teaching and learning process of reading. The researcher also interviewed the students to know their comments, opinion about the teaching and learning process of reading.

Then, the research administered the pre-test. The students were given the pre-test to know their ability in comprehending English text before the treatment.

There were 50 questions. It was multiple choices. All the questions were about reading comprehension. The questions were made based on the blue print.

Next, the researcher conducted the actions. The actions were done in two cycles. Each cycle consisted of three meetings. In this cycle, the researcher acted as the teacher and the English teacher acted as the collaborator. When the researcher did the actions, the collaborator observed the teaching and learning process, sat at the backside wrote down what happened during the teaching activities. The collaborator used the observation guidelines in the form of checklist. It was used to see what indicators achieved and how effective the actions were.

Moreover, the research administered the post-test. The test was used to know whether there was any improvement in reading comprehension after the treatment or not. There were 50 questions. All the questions were reading comprehension. The questions were made based on the blue print.

4. Reflection

After conducting the action, the researcher evaluated the actions by observing the teaching and learning process, interviewing the collaborator and the students about the action. The reflection was important. It was used to measure whether the actions conducted were successful or not. At the end of the action, the collaborator gave comments about problems occurred, the actions that seemed unsuccessful, and what would be done in the next actions. The unsuccessful actions would be changed and the successful actions would be used again in the next cycle.

CHAPTER IV

This chapter presents the following sections: reconnaissance, reports of Cycle I, and reports of Cycle II. The first section is reconnaissance. It covers the problems and actions to solve the problems. The second section presents the planning, actions and observations, and also reflections of Cycle I. The third presents the planning, actions and observations, and also reflections of Cycle II.

A. Reconnaissance

In conducting this research, there were some procedures that the researcher did. The researcher had the discussion with the English teacher, did an observation on English teaching and learning process, and conducted the interviews with the VIII C students. The results are presented as below.

1. Identification of the Field Problems

Based on the observation, the researcher identified fourteen problems related to English teaching and learning process in VIII C class. The problems are presented below.

Table 2. The Field Problems Related to English Teaching and Learning Process in VIII C Class of SMP N 2 Bantul.

No.	Problems	Code
1.	Some of the students were considered as noise maker.	S
2.	The students felt that English is a difficult subject.	S
3.	The students did not pay attention to the teacher explanations.	S
4.	The teacher did not give a chance for the students to engage in the classroom.	T
5.	The students did not participate in the teaching and learning process.	
6.	The students did not have sufficient background knowledge about the topic.	S
7.	The students had low vocabulary mastery.	S
8.	The students did not know how to use effective comprehension strategies such as skimming and scanning.	S

9.	The students were afraid and shy in answering questions.	S
10.	There were limited material sources used in teaching and learning process.	LM
11.	The students had difficulties in determining the meaning of words, phrases, and sentences.	S
12.	The learning materials were not interesting.	LM
13.	The learning activities were monotonous.	LA
14.	The students had low motivation in reading.	S
15.	Most of the reading materials were taken from <i>LKS (Lembar Kerja Siswa)</i> .	LM
16.	The students found difficulties in writing the reading materials that they read.	S

NB: S: Student T: Teacher LA: Learning Activity LM: Learning Material

Table 2 above shows sixteen problems occurring in the teaching and learning process. They deal with the students, teacher, learning activity, and learning materials. Since, the researcher focuses to the students' reading comprehension; she just selects the problems that deal with it.

Table 3. The Problems Related to the Teaching of Reading

No.	Problems	Code
1.	The students did not participate in the teaching and learning process.	S
2.	The students did not have sufficient background knowledge about the topic.	S
3.	The students had low vocabulary mastery.	
4.	The students did not know how to use effective comprehension strategies.	S
5.	There was limited material sources used in teaching and learning process.	LM
6.	The students had difficulties in determining the meaning of words, phrases, and sentences.	S
7.	The learning materials were not interesting.	LM
8.	The teaching technique was monotonous.	LA
9.	The students had low motivation in reading.	S
10.	Most of the reading materials were taken from <i>LKS (Lembar Kerja Siswa)</i> .	LM
11.	The students found difficulties in writing the reading materials that they read.	S

NB: S: Student T: Teacher LA: Learning Activity LM: Learning Material

2. Determining the Actions to Solve Problems

In reference to the identification of the problems and the discussion between the researcher and English teacher, the researcher determined five actions to solve the problems. They were teaching reading strategies, implementing book flood, implementing sustained silent reading, implementing quick book report, presenting the materials, and giving reward.

Table 4. The Actions Applied in the Study

No.	Actions
1.	Teaching reading strategies.
2.	Implementing book flood.
3.	Implementing sustained silent reading.
4.	Implementing quick book report.
5.	Presenting the materials.
6.	Giving reward.

3. The Relationship between the Fields Problems and the Actions

As presented in Table 4, the researcher chooses to apply the extensive reading to improve the students' reading comprehension. The following table shows correlation between the field problems and the actions needed.

Table 5. The Relationship between Field Problems and the Actions

No.	Actions	Problems
1.	Teaching reading strategies	a. The students did not know how to use effective comprehension strategies.
2.	Implementing book flood	a. There was limited material sources used in teaching and learning process. b. The learning materials were not interesting.
3.	Implementing sustained silent reading	a. The students did not have sufficient background knowledge about topic. b. The students had low vocabulary mastery.

		c. The students had difficulties in determining the meaning of words, phrases, and sentences.
4.	Implementing quick book report	a. The students found difficulties in writing the reading materials that they read.
5.	Presenting the materials.	a. The learning activities were monotonous.
6.	Giving rewards	a. The students had low motivation in reading.

B. Reports of Cycle I

1. Planning

In this section, the researcher and the collaborator planned to apply the extensive reading to solve the problems. There were some expectations of implementing extensive reading in teaching reading process.

- a. The students could know how to use effective comprehension strategies.
- b. The students would have sufficient background knowledge about the topic.
- c. The students would interest in reading long text.
- d. The learning activities would not monotonous.
- e. The students' vocabulary would increase.
- f. The students' motivation in reading a long text would increase.
- g. The students' writing skill would improve.

Before conducting this research, the researcher had discussion with the collaborator. The researcher agreed to implement some action in Cycle I. In this cycle, she wanted to use extensive reading to improve students' reading ability by teaching reading strategies, implementing book flood, implementing sustained silent reading, implementing quick book report, and giving reward.

The first action was teaching reading strategies. In this action, the researcher used skimming and scanning. Skimming was an effective way to predict the passage, the main topic, or message of the text. Skimming was done by moving the eyes over the text with the purpose of getting only the main ideas and general overview of the content. Meanwhile, scanning was the strategies to find specific information quickly such as name, date, statistic, or fact without reading entire text. In scanning, the students should have a question in their mind and read the passage only to find the answer, ignoring unrelated information.

The second action was implementing book flood. This action aimed to give the students opportunity to explore a lot easy reading materials. They chose reading materials based on their interest. In this activity, if they found it difficult in reading materials, they could stop their reading and found other materials. This activity motivated them to read smoothly and pleasurable.

The third action was implementing sustained silent reading. Before conducting this action, the researcher gave a model of how to guess the meaning of unknown words based on the context. So, they did not need to look up all of unknown words in the dictionary. They could skip those parts and continue their reading. It aimed to make the students enjoy their reading, build reading fluency and reading speed.

The fourth action was implementing quick book report. In this activity, the students had to make summary about what they read. In making summary, they used reading strategies such as skimming and scanning to find main idea and important information in the text. Before conducting this activity, the researcher

gave a model of how to skim and scan the text. She also gave the model of how to summarize a text.

The fifth action was presenting the materials. In this action, after the students finished their summary, they had to present the summary to their friends in front of the class. The others asked the questions to them. This activity made the learning activities were not monotonous. So, the students did not get bored in learning reading.

The last action was giving a reward. In this action, the students had to collect star that it would be calculated in the end of meeting. The students/group which could collect a lot of stars, they got the reward. The reward was the additional score for them. The aimed of this action was to improve the students' motivation.

2. Actions and Observation

The action in Cycle 1 was conducted in three meetings. It was conducted on March 9th, 10th, 15th. In these three meetings the researcher acted as a teacher and the collaborator acted as an observer. The results of the Cycle 1 were presented below.

a. Teaching reading strategies.

Before the researcher did the action, in the reading teaching and learning process, the students were difficult to comprehend the text. They just read the text without understanding it. The English teacher also never taught them to apply reading strategies such as using skimming and scanning to look for main idea and specific information.

In this study, the researcher taught reading strategies in order to help the students to be able to use skimming and scanning strategies to facilitate in comprehending the text. These strategies helped them to find general and specific information of the text. Students who applied reading strategies would be easy to comprehend the text. The evidence can be seen from the quotation of the field notes below.

1) Using skimming

The finding shows that the use of skimming helps the students finding general information in the text. It can be seen from the interview transcript below.

- | | |
|---|---|
| R | : <i>Dek Fuad, apakah strategi skimming cukup membantu dalam menemukan main idea dalam teks?</i> (Fuad, did the use of skimming strategy help you to find the main idea in the text?) |
| S | : <i>Iya Miss sangat membantu, jadi cepet nemuin main idea dalam teks, baca sekilas aja nanti bisa cepet nemuin main ideanya.</i> (Yes Miss, it was very helpful, we could find the main idea quickly by moving rapidly the eyes over the text.) |

(Appendix B/ Interview Transcript 8)

The quotation above suggested that the use of skimming strategy helped the students finding the general overview of text. They moved their eyes quickly across the whole text to get the gist. This strategy helped them to find the general information quickly.

2) Using scanning

The finding shows that the use of scanning helps the students finding specific information in the text. It can be seen from the interview transcript below.

- | | |
|---|--|
| R | : <i>Febri, kalau kamu mau nemuin informasi spesifik seperti tanggal, nama, tahun jadi lebih mudah ga semenjak kamu menggunakan strategi scanning?</i> (Febri, was it easy for you to find date, name, year since you applied scanning strategy?) |
|---|--|

S : *Ya Miss jadi lebih mudah, kita cukup mengingat-mengingat saja informasi yang akan dicari, kalau udah kita tinggal nyari dalam teks. Jadi ga usah baca semua paragraf Miss, biar a buang-buang waktu.*
(Yes Miss, it was easy, we just needed to remember the information that we wanted to search for, then we could search it in the text directly. So, we did not need to read the whole paragraph in order to be efficient in managing time.)

(Appendix B/ Interview Transcript 9)

The quotation above implied that the use of scanning strategy helped the students easy to find specific information in the text. They did not need to read the whole paragraph, but just kept in mind what was information they were searching for by letting the eyes run rapidly over the text. This strategy also helped them to read the text efficiently.

b. Implementing book flood

Before the research did the action, in the teaching and learning process of reading, the learning material sources used by the teacher were limited and were not interesting. She only used the materials from *LKS (Lembar Kerja Siswa)* as the main sources. She never gave additional materials to the students such as using English newspaper, magazine, story books. Of course, the students lack exposure to do with learning reading.

In this study, the researcher implemented book flood activity. The use of book flood activity was successful building the students' reading interest. They also felt curious and challenged to look for the reading materials. The fact can be seen in the extract of the field notes below.

R menginstruksikan Ss untuk maju kedepan untuk memilih bacaan yang mereka sukai. Please came forward to choose your favourite reading! Ss pun maju kedepan kelas memilih bacaan. Seketika susana pun menjadi sangat ramai karena siswa sangat antusias dalam memilih bacaan, beberapa siswa saling berebut becaan.

Keep silent please, don't disturb other class! R pun membantu siswa dalam memilih bacaan. Beberapa siswa ada yang bertanya tentang isi bacaan. "What is the text about Miss?" "It's about adolescence". "Hmm, sepertinya bagus Miss, saya akan ambil untuk saya baca Miss."

(Appendix A/ Field notes 5)

The quotation above revealed that the students felt curious and challenged finding their reading materials. It showed that the book flood activity was successful building the students' reading interest. The use of book flood activity also gave them additional materials, a lot of exposure. They were also enthusiastic in reading. The quotation below shows that the students were enthusiastic in reading.

- R : Menurut kamu kegiatan book flood tadi gimana? (**What did you think of book flood activity?**)
- S : Bagus Miss. (**It was enjoyable!**)
- R : Suka gak dengan kegiatan tadi? (**Did you enjoy with the activity?!**)
- S : Suka Miss. (**Yes Miss**)
- R : Sukanya pas bagian apa dek? (**Which part did you like?**)
- S : Ketika disuruh milih bacaan Miss. Soalnya ada banyak banget pilihan bacaannya, jadi kita bisa milih bacaan sesuka kita. (**When we were allowed to choose the reading materials Miss. There were so many reading materials, so we could choose our favourite reading materials.**)
- R : Hmm...Kegiatan ini udah pernah dilakukan belum dek? (Hmm..Had this activity previously been done yet?)
- S : Belum Miss ini baru pertama kali, makannya tadi sempet bingung milih bacaannya Miss, soalnya banyak banget variannya. (Never Miss, this was the first time, we were confused in choosing the reading materials.)

(Appendix B/ Interview Transcript 6)

The quotation above suggested that the students were enthusiastic during this activity. They could choose their own favourite materials. However, in choosing the reading materials, they had difficulties in deciding their own materials because this was something new for them. Finally the researcher helped them to choose the reading materials.

c. Implementing sustained silent reading

Before the researcher did the action, the students were lazy to read the long text. Moreover, when the students found unfamiliar words they always look up in a dictionary. They never guessed or predicted those words based on the context. Of course this made them addicted to the dictionary and they would find difficulties in understanding the text.

In this study, the implementation of sustained silent reading was expected to allow the students reading the materials without any distraction. They did not allow consulting the dictionary when they found unfamiliar words. They just predicted/guessed those words based on the context. They did not need to know every single word in the text because the aim of this activity they should read for general understanding. So, they could enjoy their reading. In addition, their reading interest was also increased and they could be easy to comprehend the text well. The evidence could be seen in the quotation below.

R	: <i>Suka ga dek dengan aktivitas tadi? (Did you like this activity?)</i>
S	: <i>Suka Miss. (Yess Miss!)</i>
R	: <i>Sukanya kenapa? (Why did you like?!)</i>
S	: <i>Soalnya bacaannya menarik banyak pilihannya Miss, jadi semangat bacanya. (Because the reading materials were interesting, so many choices there, encouraged us to read the reading materials.)</i>

(Appendix B/ Interview Transcript 11)

The quotation above showed that sustained silent reading was successful encouraged the students to attract the students' reading interest. Their positive attitude toward reading also was increased.

In this Cycle, the students tried to guess the unfamiliar words based on the context. Just few students could apply this strategy. Most of them still found difficulties to predict the meaning. The evidence could be seen in the interview transcript below.

R	: <i>Vera, kamu menikmati bacaanmu tadi ga?</i> (Vera, do you enjoy your reading?)
S	: <i>Ga terlalu sih Miss.</i> (Not really Miss!)
R	: <i>Lho kenapa dek?</i> (Why?!)
S	: <i>Itu lho Miss, kosa katanya ada yang sulit, ga tahu artinya.</i> (Because of the vocabulary, I was difficult to know its meaning.)
R	: <i>Ohh gitu ya, terus gimana dek cara kamu nemuin artinya?</i> (Oh, I see. How did you find the meaning?)
S	: <i>Ya kalau tadi buka kamus Miss. Kadang juga tanya teman artinya kata-kata yang sulit Miss.</i> (I just looked up the dictionary Miss. Sometimes I also asked those words to my deskmates)
	(Appendix B/ Interview Transcript 12)

The quotation above revealed that the action was not successful yet implemented. Most of them still found difficulties applying that strategy.

d.Implementing quick book report

Before conducting this research, the students were not interested in reading English materials. They still found difficulties to write the story related to the text that they read.

In this study, the implementation of quick book report was used help the students to become easy in writing a summary. Before conducting this activity, the researcher gave a model how to summarize and how to skim and scan the text.

They also looked enthusiastic doing this activity. The evidence could be seen from this quotation below.

- R : *Gimana dek pembelajaran hari ini?* (**What was your opinion about the learning today?**)
 S : *Menyenangkan Miss.* (**It was enjoyable Miss!**)
 R : *Seneng ga dek dengan aktivitas tadi?* (**Did you enjoy with this activity?**)
 S : *Seneng Miss.* (**Yess Miss!**)
- (Appendix B/ Interview Transcript 13)

The quotation above implied that the students were happy and pleased doing this activity. In this Cycle, there was a problem. Most of the students still found difficulties in summarizing their reading materials. The evidence could be seen in the interview transcript below.

- R : *Gimana dek ada kesulitan ga tadi saat nulis summary?* (**Did you find difficulties in writing summary?**)
 S : *Ada Miss.* (**Yess Miss!**)
 R : *Sulitnya gimana?* (**Which part did you found it difficult?**)
 S : *Nulisnya itu Miss susah, bingung nulisnya gimana, waktunya juga mepet tadi Miss.* (**We found difficulties in writing Miss, we were still confused in writing the sentences, the time also was very limited Miss!**)
- (Appendix B/ Interview Transcript 14)

The quotation above indicated that the students still found difficulties in writing the summary. They were confused determining which sentences had to be written.

e. Presenting the materials

Before conducting the research, the learning activities were monotonous because the teacher just instructed the students to read aloud the English text. After that, they were asked to do the exercises and discussed the answers. There was no other activity in teaching and learning process of reading.

In this study, the implementation of presenting the materials was aimed to give the students new activity in reading teaching and learning process. So, they did not only do the exercise from the textbook and *LKS (Lembar Kerja Siswa)*.

R	: <i>Gimana dek menurutmu pembelajaran hari ini? (How did you feel the learning today?)</i>
S	: <i>Bagus Miss. (Great Miss!)</i>
R	: <i>Suka gak ma aktivitasnya? (Did you like the activity?)</i>
S	: <i>Suka Miss, jadi kita gak bosen ma aktivitas ngerjain soal di LKS terus Miss! Sekali-kali maju presentasi bagus juga Miss!. Jadi aktivitasnya gak monoton Miss! (Yes Miss! I like it!! We did not get bored anymore in doing the task in the students worksheet! By presenting the materials, the activity of teaching and learning of reading was not monotonous anymore.)</i>

(Appendix B/ Interview Transcript 15)

The quotation above revealed that the students were pleased doing this activity. The teaching and learning of reading was not monotonous anymore. They could come in front of the class and shared the materials that they read.

In this Cycle, there was a problem. Most of the students were lazy to present their summary because they did not finished yet. The evidence could be seen below.

- R : *Kok tadi adek ga maju presentasi dek?* (**Why did you not have presentation?**)
- S : *Iya Miss. Tadi soalnya belum selesai Miss ngerjain ringkasannya, jadi gak maju Miss.* (**I'm sorry Miss!. I had not finished yet writing the summary, so we did not do the presentation!**)
- R : *Kok belum pada selesai sih dek?* (**Why did you have not finished yet?**)
- S : *Iya Miss soalnya susah juga nulisnya, ditambah lagi waktunya terbatas.* (**Because we found it difficult in writing the summary, moreover the time was limited Miss!**)

(Appendix B/ Interview Transcript 16)

In this Cycle, there was a problem. Most of the students were afraid and shy in presenting the materials. There were afraid if they made the mistakes. Only few students participated actively. Moreover, the time was very limited to write the summary.

f. Giving rewards

Before the researcher conducted the research, the students had low motivation in learning reading. They were lazy and felt sleepy during the teaching and learning process. It was caused by the teaching and learning process of reading was dominated by testing. The students were asked to read aloud and did the exercises from the students' worksheet. The teacher did not have other activity in the teaching and learning process of reading.

In this activity, the implementation of giving reward was aimed to enable the students were motivated in teaching and learning of reading. The students who were active and could answer the questions correctly would get a reward. Moreover, the rewards were given to the students who could tell and described the story. In this activity, the students who could collect many stars (more than five

stars) would get a reward. The reward was an additional score for them. This activity made them to be motivated in doing the task from the researcher. The evidence could be seen from the interview transcript below.

- R : *Seneng gak dek kalau dikasih hadiah?* (**Did you feel happy if you were given a reward?**)
 S : *Seneng banget Miss!* (**I was vey happy Miss!!**)
 R : *Tapi harus aktif lho ya! Gak boleh males-malesan lagi!* (**But you have to be active in the teaching and learning process! You were not allowed to be lazy anymore!**)
 S : *Iya Miss beress..hadiahnya berupa apa Miss?* (**Okay Miss!. What was the reward Miss?**)
 R : *Nilai tambahan dek, jadi nanti yang aktif bakal dapat nilai tambahan!* (**The reward was the additional score for them who were active participated in the teaching and learning process!**)
 S : *Oke Miss!* (**Okay Miss!**)

(Appendix B/ Interview Transcript 17)

The quotation above implied that giving reward improved the students' motivation. They would be challenged to doing the activity and they could be participated actively. The other fact that they felt challenged during teaching and learning of reading can be seen from the extract of the field notes below.

Have you finished your homework?. *Beberapa students menjawab “yes Miss. Ok any volunteer who want to tell the summary? Semua Ss hanya diam. Beberapa Ss menjawab “belum selesai Miss”. Lho kok bisa belum selesai? Sulit Miss nulisnya. Ok I will explain it later. Ok any volunteer? Siswa hanya diam. Kemudian R berkata nanti yang berani maju akan dapat hadiah. Ss bertanya “hadiahnya apa Miss?” nilai tambahan bagi yang aktif. Kemudian R kembali bertanya “any volunteer who wants to tell the summary?”. Akhirnya ada satu siswa yang mau maju ke depan kelas. Ok what’s your name? Desty Miss. Ok please tell your summary. Please pay attention to her, after she finished, the others can ask question to her!”.*

(Appendix A/ Field note 6)

The quotation above stated that giving reward activity was successful improving the students' motivation to participate actively in teaching and learning process. They felt challenged to get the reward from the researcher. It encouraged them to participate actively during reading class.

3. Reflection

After implementing the actions in Cycle I, the researcher and the collaborators discussed to reflect the actions. Everyone who participated in tis actions could share their opinions, ideas related to the implemented actions. There were some actions that were successful and some were unsuccessful. The reflection would be described as follows.

a. Teaching reading strategies.

Teaching reading strategies was done in every meeting in Cycle I. It was done when the students read the text. The strategies used were skimming and scanning. So, they could find main idea and specific information. They did not need to read the whole paragraph and they could comprehend the text easier.

The implementation of those strategies was successful. Those strategies were effective to help the students to get general information and specific information in the text. Most of them could apply those strategies. So, they did not need to read the whole paragraph to get the information. Moreover, they could use their reading time efficiently.

b. Implementing book flood

The implementation of book flood was applied in every meeting in this. This activity gave the student a lot of exposure such as from story books, article,

etc. They could explore a lot of text and they could actively engage in teaching and learning process. Moreover, this activity attracted their reading interest. During this activity, they were enthusiastic and did not get bored in reading class.

This implementation was successful. The students were attracted because this activity was something new for them. This implementation had not been done before. In this activity, they allowed to choose the reading materials as they wanted. They were enthusiastic when they chose materials. They could read the materials in their own. They could improve their vocabulary mastery and their reading interest.

c. Implementing sustained silent reading

This activity was done in every meeting in Cycle I. The students were given the opportunity to read their reading materials without any distraction. They just read the text for general understanding. So they did not need to look up the meaning of unfamiliar words that they found. They just predicted or guessed the unfamiliar words based on the context. So, they could enjoy their reading. In addition, their background knowledge, vocabulary knowledge also increased and they could be easy to comprehend the text well.

This implementation was not successful yet. The students still looked up the dictionary if they found unfamiliar words. They did not guess those words. They still focused in every single word that they meet and consulted their dictionary. It was true that dictionary had important role in reading, but if they still consulted those words in the dictionary, they did not pay attention to the message conveyed. Moreover, it destroyed the pleasure of reading.

d. Implementing quick book report

This activity was done in every meeting. The students should write the summary about the reading materials they read. In this activity, they used skimming and scanning to get the important information and specific information. These strategies were useful in writing the summary because they did not need to read the whole paragraph. So, they could be easy to determine the main idea in the paragraph.

This implementation of quick book report was not successful yet. In this activity, the students had difficulties in making the summary. They still found difficulties in determining which sentences had to be written.

e. Presenting the materials

This activity was done in the second and three meeting. After the students finished their summary, they had to present their summary in front of the class. They were given the opportunity to share what they had read to their classmates. While, the others would give question related to their presentation.

This activity was not successful yet. Some students were still afraid to present their summary. They were shy if they made mistakes in presenting their summary. So, just were afraid to tell their summary in front of the class. Moreover, just few students were active asking the questions to their friends who presented their summary. They were shy to ask their friends because of they were afraid if they made mistakes. Most of them just kept silent when their friends share the presentation.

f. Giving rewards

This activity was done in order to motivate the students to be active during the reading class. The students who were active and could answer the questions correctly would get a star. It was collected until the last meeting in every Cycle. The student who collected many stars, she/he would get a prize. The prize was the additional score.

This activity aimed to make the students participate actively in the teaching and learning process of reading. In this case, the students who collected many stars he/she gets a reward from the researcher. The reward was an additional score. This activity was not really successfully yet. Many students did not participate actively in the teaching learning process. Only few students got rewards from the researcher.

4. Revised Plan

The reflection of Chapter I show that the some actions of implementation of extensive reading were not successful yet to improve the students' reading comprehension ability. There were some students who were still confused making summary, they were afraid and shy to answer the questions. The researcher needed to implement some actions in order to make the students more enjoyable in learning reading.

C. Reports of Cycle II

1. Planning

Before conducting the actions in Cycle II, the researcher had a discussion with the English teacher to revise the plan of Cycle I. They revised the plans of

Cycle II. They focused to solve the problems of the difficulties of making summary, motivated the students to be active in the teaching and learning process. The actions of Cycle II are presented as follows.

The first action was teaching reading strategies. This action was the same with Cycle I. The difference with Cycle I was that the researcher gave more exercises related to skimming and scanning strategies. So, the students could practice more how to skim and scan the text in order to get general idea and specific information.

The second action was implementing book flood. This was aimed to give a lot easy reading materials and exposure to the students. They could choose their own favourite reading materials. The procedure that was used in this Cycle was the same with previous one.

The third action was implementing sustained silent reading. This action was aimed to read the reading materials without any distractions such as using dictionary when they found difficult words. This action was used to build reading fluency and reading speed. The procedure of this Cycle was the same with the previous one.

The fourth action was implementing quick book report. The researcher asked the students to make summary in a group. In this Cycle, the researcher gave a model of mind mapping in order to guide them in making summary. By using mind mapping, they became more guided in writing. Each group consisted of four members. The procedure of this action was the same with the previous Cycle.

The fifth action was presenting the materials. In this cycle, the students worked in group and they had to tell to their friends about reading materials that they read. The other groups would ask the question related their presentation.

The sixth action was giving reward. This action was aimed to make the students in group active in the reading class. The group who were active participated could get a star. The group who collected many stars would get a reward. The researcher gave the reward to them who were active in presenting, describing reading materials that they read, and answering the questions.

2. Actions and Observations

The actions in Cycle II were conducted in three meetings. It was conducted on May 16th, 17th, 22th. In these three meetings the researcher acted as a teacher and the collaborator acted as an observer. The results of the Cycle 1 were presented below.

a. Teaching reading strategies

In this Cycle, the researcher gave the students a lot of exercises of skimming and scanning strategies. The researcher guided them how to skim and scan the text. The use of these strategies helped them in comprehending the text easily. The evidence could be seen in the interview transcript below.

- | | |
|---|--|
| R | : <i>Peningkatan apa yang adek rasakan setelah kemarin menggunakan skimming dan scanning saat baca teks? (What was the improvement that you feel after you used skimming and scanning strategies?)</i> |
| S | : <i>Ya banyak Miss peningkatannya!. (I got so many improvement Miss!)</i> |
| R | : <i>Peningkatannya gimana dek? (What was the improvement?)</i> |

S : *Ya bisa lebih cepet aja kalau mencari informasi general dan specific Miss, soalnya udah terbiasa menggunakan strategi itu Miss. Terlebih lagi kita bisa efisien waktu Miss. (We could find the general information and specific information quickly because we usually apply these strategies Miss!. Moreover, we could be efficient in managing reading time!)*

R : *Maksudnya efisien gimana dek? (What was the meaning of efficient?)*

S : *Ya kita kan gak perlu baca semua paragraf untuk menemukan informasi tersebut Miss. (We did not need to read the whole paragraph in order to get the information we need Miss.)*

(Appendix B/ Interview Transcript 19)

The quotation above implied that skimming and scanning strategies very helpful for the students, because they could find the general and specific information quickly. They did not need to read the whole paragraph to get the information. Those strategies made them became more efficient in managing their reading. Moreover, the teacher's opinion toward could be seen from the interview transcript below.

R : *Bu, menurut pendapat Ibu apakah penggunaan strategi skimming dan scanning cukup membantu siswa dalam membaca? (Miss, in your opinion the use of skimming and scanning strategies help the students in reading?)*

ET : *Iya mbak sangat membantu! Sepertinya siswa sudah mulai terbiasa menggunakan strategi tersebut. Mereka bisa dengan cepat menemukan informasi umum dan spesifik mbak! Jadi mereka tidak perlu lagi membaca seluruh paragraf untuk menemukan informasi yang mereka inginkan. Strategi ini sangat membantu mereka membaca secara efisien. (It was very helpful! It seemed that the students were getting used to use the strategies. They could find general and specific information quickly! So, they did not need to read the whole paragraph to get the meaning that they want. These strategies very help them to read the text efficiently.)*

R : *Jadi bisa disimpulkan di Cycle ini sudah ada peningkatan ya Bu? (So, it could be concluded that there were already an improvement in this Cycle Miss?)*

ET : *Iya Mbak sudah. (Yes there was)*

(Appendix B/ Interview Transcript 20)

The quotation above indicated that the use of skimming and scanning strategies was very helpful for the students finding the information they need. They did not need to read the whole paragraph to find the information they need. They just needed to keep in mind the clues to search the information they needed and then rapidly moved the eyes over the text. By using these strategies, they could read the text efficiently.

b. Implementing book flood

In this cycle, the researcher still gave the students a lot of easy reading materials. The reading materials given were narrative texts. They were allowed to choose their own favourite reading. This action gave them a lot of exposure and built their reading interest. It made them very enthusiastic and built positive attitude toward reading. The evidence could be seen from the interview transcript below.

- | | |
|---|---|
| R | : <i>Seneng gak dengan kegiatan implementing book report tadi dek?</i> (Did you enjoy of the implementation of book report?) |
| S | : <i>Seneng Miss.</i> (Yes Miss!) |
| R | : <i>Senengnya gimana dek?</i> (What made you enjoy with the activity?) |
| S | : <i>Bacaannya menarik Miss, banyak banget pilihan bacaannya.</i> (The reading materials were interesting! There were so many reading choices!.) |
| R | : <i>Semenjak mengenal kegiatan ekstensive reading jadi suka baca ga dek?</i> (After you know ekstensive reding, did you like reading now?) |
| S | : <i>Iya Miss jadi suka baca, soalnya menambah wawasan kita Miss.</i> (Yes Miss of course! We could enlarge our knowledge by reading!) |
- (Appendix B/ Interview Transcript 21)

The quotation above stated that this implementation was successful giving the students a lot of exposure and attracted the students' reading interest. Moreover, their positive attitude toward reading also increased.

c. Implementing sustained silent reading

In this cycle, the students did not allow to use the dictionary when they found difficult words. They just guessed the meaning based on the context. Here, the researcher gave them more practices of guessing unfamiliar words based on the context. This action was successful improving the students' vocabulary knowledge. The evidence could be seen in the quotation below.

- | | |
|---|--|
| R | : <i>Tadi baca bacaan apa dek?</i> (What did you read?) |
| S | : "The Old Woman and The Sparrow" Miss. |
| R | : <i>Bye the way, kata-katanya susah gak dek?</i> (By the way, was the vocabulary difficult for you?) |
| S | : <i>Ga juga sih Miss.</i> (Not really Miss!) |
| R | : <i>Berarti tadi bisa ya menebak kata sulit berdasarkan konteks?</i> (Could you guess its meaning based on the context?) |
| S | : <i>Bisa Miss.</i> (Yes I could Miss!) |
| R | : <i>Menurutmu guessing meaning strategy membantu gak dalam kegiatan membaca?</i> (Did guessing strategy help you during reading?) |
| S | : <i>Sangat membantu Miss! Jadi kita gak perlu buka kamus setiap saat.</i> (Yes Miss! It was very helpful! We did not need to consult the dictionary all the time!) |
| R | : <i>Jadi kosakata kamu sekarang bertambah banyak dong dek?</i> (Was your vocabulary increased?) |
| S | : <i>Iya Miss.</i> (Yes of course Miss!) |
| R | : <i>Hmm..oke dek. Terus tadi bacanya lancar gak dek?</i> (Hmm..Ok! Did you read smoothly or not?) |
| S | : <i>Iya Miss lancar kok.</i> (I read smoothly Miss!) |
| R | : <i>Gak menemukan hambatan lagi dek?</i> (Did you find obstacles during reading?) |
| S | : <i>Gak Miss, so far so good Miss.</i> (No Miss! So far so good!) |
- (Appendix B/ Interview Transcript 22)

The quotation above revealed that this activity was effective to improve the students' vocabulary knowledge. They did not need to consult the dictionary all the time if they found difficult words. Moreover, the students' reading fluency also improved. So, they could enjoy their reading.

On the other hand, the collaborator's opinion toward the implementing sustained silent reading could be seen in the interview transcript below.

R	: <i>Bu, apakah guessing meaning based on the context in sustained silent reading activity ini dapat membantu siswa membaca secara efisien Bu?</i> (Miss, Did the use of guessing meaning based on the context in sustained silent reading activity could help the students reading efficiently?)
ET	: <i>Sangat membantu Mbak! Menurut saya penggunaan strategi tersebut sangat membantu siswa membaca secara efisien.</i> (It was very helpful! I thought the used of the strategy could help the students reading efficiently)
R	: <i>Jadi sudah ada peningkatan ya Bu?</i> (So, there was an improvement Miss?)
ET	: <i>Iya mbak sudah ada.</i> (Yes, there was.)
R	: <i>Peningkatannya seperti apa Bu?</i> (What was the improvement?)
ET	: <i>Menurut saya, ketika mereka menemui kata-kata sulit, mereka tidak lagi bergantung pada kamus, mereka cukup menebak kata-kata tersebut berdasarkan konteks. Disamping itu mereka juga bisa lebih menikmati bacaan mereka.</i> (I thought when the students found the difficulties, they did not depend on the dictionary, they just needed to guess the meanings of those words based on the context. Moreover, they could enjoy their reading.)
(Appendix B/ Interview Transcript 20)	

The quotation above showed that the guessing meaning strategy helped the students reading efficiently. They did not need to look up the dictionary if they found unfamiliar words. This made them more efficient in managing time. By using guessing meaning strategy, they could read efficiently.

d. Implementing quick book report

In this cycle, the students worked in a group. Each group consisted of four students. They had to work each other to finish the task from the researcher. The researcher gave a model of mind mapping. The researcher used the main mapping in order to guide them to be easier in writing the summary. The

implementation of this action was effective to motivate them in finishing their task. Moreover, the interaction among the group member would increase. They could share their idea and they could be faster in finishing their summary. The evidence could be seen from the quotation below.

- | | |
|---|---|
| R | : <i>Gimana tadi tugas kelompoknya dek?</i> (How was your task group?) |
| S | : <i>Udah jadi kok Miss.</i> (We had finished it Miss!) |
| R | : <i>Jadi suka ngerjain sendiri atau kelompokan dek?</i> (Did you like doing by individual or in group?) |
| S | : <i>Kelompok Miss!</i> (In group Miss!) |
| R | : <i>Kenapa?</i> (Why?) |
| S | : <i>Soalnya jadi cepet aja Miss selesainya.</i> (We could be faster in finishing the task Miss!) |
| R | : <i>Yang bikin cepet apanya dek?</i> (What make you faster in finishing the task?) |
| S | : <i>Ya cepet Miss. Kan bisa bagi tugas sama anggota lain dalam grup Miss. Jadi cepet selesainya Miss.</i> (We could be faster Miss. We could share the task one another. It was so much helpful.) |
| R | : <i>Terus gimana pendapatmu tentang mind mapping tadi dek?</i> (What was your opinion about mind mapping?) |
| S | : <i>Sangat membantu Miss! Kita jadi lebih mudah ketika mau membuat ringkasannya Miss!</i> (It was very helpful Miss! We could be more easy to write the summary Miss!). |
- (Appendix B/ Interview Transcript 23)

The quotation above implied that the implementation of quick book report was effective to motivate the students to do the task. They could share the task in a group. Moreover, the researcher used mind mapping to guide them in writing the summary. It was successful to help them in finishing their summary. So, they finished their task faster. Moreover, grouping also built the interaction among group members. It encouraged them to be more motivated in doing the task. The fact could be seen in the interview transcript below.

- R : *Bu, bagaimana pendapat Ibu tentang quick book report tadi? (Miss, What was your opinion of the quick book report activity Miss?).*
- ET : *Menurut saaya kegiatan tadi bisa dikatakan berhasil mbak! Soalnya udah ada perubahan dari Cycle 1 ke Cycle 2 ini. (In my opinion, this activity could be said this activity was successful.)*
- R : *Perubahannya seperti apa Bu? (What was the improvement Miss?)*
- ET : *Kelihatan sekali perbedaannya mbak, di Cycle 1 kemarin kan siswa meringkas secara individual jadi mereka lama sekali selesainya. Namun di Cycle 2 ini, ketika mereka meringkas, mereka bisa dengan cepat menyelesaikannya. Mereka juga terlihat kompak bekerja sama. Terlihat sekali ada pembagian tugas dalam grup mereka. Ketika siswa yang satu menulis, yang lainnya menggaris bawahi kalimat-kalimat penting, siswa yang lain memparaphrase kalimat yang ada, dan siswa yang lain membuat pertanyaan yang berhubungan dengan bacaan. Selain itu kegiatan ini juga membuat interaksi diantara mereka terjalin dengan baik. (The difference was very obvious Miss, in Cycle 1 the students summarized individually, so they were very slow in summarizing. But, in Cycle 2, when they summarized, they could finish it faster. They also seemed good in cooperation. It was seen that there were a division in their group. When one student wrote the summary, others underlined the important sentences, the other students wrote paraphrase the existing sentences, and the others made the questions related to the text. Besides, this activity also made good interaction among group members).*
- R : *Jadi kegiatan ini bisa dikatakan berhasil ya Bu? (So, it could be said that this action was successful Miss?)*
- ET : *Iya Mbak! (Yess Miss!)*

(Appendix B/ Interview Transcript 24)

The quotation above stated that book report activity was successful building the students' interaction among group members. They could share the task, worked together to accomplish the task given. So, they could finish reading task quickly.

e. Presenting the materials

In this cycle, the students in groups presented the summary in front of the class. They had to tell to their friends about reading materials that they read. The others would ask the question related their presentation. This activity improved their interaction among the group members. The fact could be seen from the quotation below.

- | | |
|---|--|
| R | : <i>Gimana menurut kamu pelajaran hari ini dek?</i> (What was your opinion about the teaching and learning process just now?) |
| S | : <i>Menyenangkan Miss!</i> (It was enjoyable Miss!) |
| R | : <i>Oya gimana tadi pas maju presentasi dek?</i> (By the way, how was your presentation?) |
| S | : <i>Lancar kok Miss!</i> (Ran well Miss!) |
| R | : <i>Jadi gak ada hambatan ya dek?</i> (So, there was no problem?) |
| S | : <i>Gak ada Miss, soalnya kan majunya berkelompok Miss, jadinya kalau pas ada pertanyaan-pertanyaan yang sulit kan bisa berdiskusi dengan teman satu kelompok Miss.</i> (No Miss, we presented the materials in group, so when we got any difficulties, we could discuss with one another to get the answer Miss.) |
| R | : <i>Berarti suka bekerja dalam grup ya daripada individu?</i> (So, you prefer to work in group to individual?) |
| S | : <i>Iya Miss bener banget.</i> (Yes Miss) |

(Appendix B/ Interview Transcript 26)

The quotation above showed that the students' interaction improved. They cooperated each other in presenting the materials. This implementation also encouraged them to be more active in presenting the materials. The evidence could be seen from the quotation below.

- | | |
|----|---|
| R | : <i>Bu, bagaimana pendapat Ibu tentang presentasi dalam grup tadi?</i> (Miss, What did you think about the grup presentation?) |
| ET | : <i>Udah ada perubahan sih Mbak dari pada Cycle pertama ke Cycle II ini.</i> (There was an improvement from Cycle I to Cycle II.) |
| R | : <i>Perubahannya seperti apa Bu?</i> (What was the improvement Miss?) |

- ET : Siswa jadi lebih aktif Mbak. Kalau pas Cycle pertama kan presentasinya secara individu ya Mbak, mungkin mereka kurang percaya diri mbak, sedikit banget soalnya siswa yang mau maju. Nah kalau di Cycle dua ini kan secara kelompok presentasinya, jadi mereka lebih percaya diri, bisa lebih kompak kerjasamanya Mbak. Kelihatan banget tadi ada pembagian tugas saat presentasi Mbak. Selain itu ketika mereka mendapat pertanyaan dan mereka bingung tentang jawabannya, mereka bisa berdiskusi dengan kelompok mereka Mbak, jadi disini kerjasama team juga terlihat. **(The students were active in Cycle II. In Cycle II, the presentation was carried out by individual, this made them less confidence Miss, there were very few students who want to present. However, the presentation in Cycle II was done by grouping, so they could be more confidence, could cooperate with one another Miss. It could be seen when they got the question from other group and they were confused to answer it, they could discuss with their group member Miss, the team work was very visible here!)**
- R : Jadi presentasi secara kelompok bisa dikatakan berhasil ya Bu? **(So, we could say that the group presentation was successful Miss?)**
- ET : Iya Mbak!. **(Yes Miss!)**

(Appendix B/ Interview Transcript 27)

The quotation above implied that the implementation of group work in presenting the materials actually gave big influence to the students' motivation. They were not afraid and shy in presenting the materials. This activity encouraged them to be active in presenting the materials.

f. Giving rewards

The implementation of giving reward was successful. The group who were active involved in presenting the summary and asking questions to other groups would be got the reward. The reward was additional score for them. By giving this reward, they would be more motivated and active to present the

summary and answer the questions. The evidence could be seen from the quotation below.

Do you have finished your work? Yes Miss!. Whose group will be the first? Any volunteer who wants to tell the summary?. Ss hanya diam. Ok I will give you a doorprize if you were active participated!. Tak beberapa lama kelompok Anis maju. Mereka pun mulai menceritakan isi ringkasan, Ss yang lain ikut mendengarkan. Setelah selesai, kelompok lain pun bertanya tentang isi bacaan tersebut. Mereka terlihat sangat antusias untuk bertanya, suasana saat itu sempat ramai karena banyaknya siswa yang akan bertanya. Ok keep silent! Every group will get their turn!.

(Appendix A/ Field notes 9)

The quotation above indicated that the students were very active participating during presentation. They were motivated because of the reward given by the teacher. Moreover, the collaborator's opinion toward the effectiveness of giving reward could be seen in the quotation below.

R : Bu, apakah penggunaan “giving reward” ini cukup membantu siswa dalam kegiatan ekstensive reading? **(Miss, did the implementation of giving reward help the students in ekstensive reading?)**
 ET : Iya Mbak sangat membantu!. **(Yes Miss, it was very helpful!)**
 R : Dalam hal apa Bu? **(In what terms Miss?)**
 ET : Ya siswa jadi aktif Mbak! Mereka juga terlihat sangat senang karena akan mendapat nilai tambahan. Mereka jadi termotivasi untuk maju presentasi Mbak! **(The students were active. They also looked very happy because they would get the additional score! They became more motivated to present the reading materials Miss!)**
 R : Berarti sudah ada peningkatan ya Bu? **(So, there was already had an improvement Miss?)**
 ET : Sudah Mbak. **(Yes Miss!)**

(Appendix B/ Interview Transcript 27)

The quotation above showed that the students became more active when they got the rewards. They competed each other in getting it. They became more encouraged to do the task.

3.Reflections

After implementing the actions in Cycle II, the researcher and the collaborator had the final reflection. The reflection was based on the observations and interviews. The reflection was described as follows.

a. Teaching reading strategies

Teaching skimming and scanning strategies were effective to help the students finding the main idea and the specific information in the text. These strategies were applied in Cycle I and Cycle II. The improvement was seen in Cycle II. In this Cycle, the students could easily use these strategies to help them finding main idea and specific information in the text. So, they could be easy in comprehending text.

b. Implementing book flood

Implementing book flood was successful to give a lot of exposure from the story books to the students. They were allowed to choose their favourite story and they could read in their own pace. Moreover, this implementation gave good influence toward the students' attitude in reading long text. They were very enthusiastic in choosing the materials. It indicated that they were interested in this activity.

c. Implementing sustained silent reading

Implementing sustained silent reading was very effective to give the students the opportunity to read without any distractions. They did not allow looking up the dictionary during reading. This action was aimed to train them guessing the unfamiliar words based on the context. Moreover, this action was also effective to improve the students' vocabulary and background knowledge.

d. Implementing quick book report

Implementing quick book was successful in this cycle. In implementing this action, the students used the skimming and scanning strategies to find main idea and specific information in the text. The researcher also led them to use mind mapping in order to guide them in making summary. As a result, their writing improved than the previous cycle.

e. Presenting the materials

The implementation of this activity was successful in this cycle. The students with their groups were actively present the summary and answer the question from other groups. They also had class discussion. It was seemed that every student were actively involved in this activity. They were not afraid and shy anymore in presenting the materials.

f. Giving rewards

This implementation was successful to make the students active in the teaching and learning of reading. They were motivated in joining the activities and gave the positive attitude toward reading. They competed each other to get the rewards.

Table 6. The improvements of the students' reading comprehension during Cycle I and Cycle II.

No.	Actions	Cycle I	Cycle II
1.	Teaching reading strategies	There were only few students who applied these strategies; the others just read the text without using those strategies. It just wasted the time during reading, because they read the whole paragraph to get the answer.	Most of the students could apply these strategies during reading. They could easily find main idea and specific information without read the whole paragraph.
2.	Implementing book flood	The students were given a lot exposure; they were enthusiastic in choosing the reading materials.	The students were gave more varied reading materials. They could get more exposure from the

			reading materials.
3.	Implementing sustained silent reading	There were a lot of students still look up the dictionary when they found unfamiliar words. They did not guess those words based on the context.	Most of the students could guess unfamiliar words based on the context. So, they did not need to consult the dictionary all the time.
4.	Implementing quick book report	There were a lot of students who still found difficulties in summarizing the text. They also did not use skimming and scanning strategies in looking for the main idea and the specific information in the text.	Most of the students were easy in making summary. They used mind mapping in order to be more guided in making summary.
5.	Presenting the materials	In this Cycle, presenting the materials was done by individual. Most of the students were not confidence in presenting their summary. They also felt shy and afraid in answering the question from others.	The students worked in group. Most of them were actively involved in this activity. They were confidence in presenting the summary and they did not feel shy and afraid in answering the questions from other groups.
6.	Giving reward	In this Cycle, giving rewards was given to the students who could participate actively, but there were just few students who participate actively. The others were still lazy and passive during the activity.	In this Cycle, giving reward was successful to motivate the students to be active participated in the teaching and learning process of reading. Most of them were not passive anymore.

D. Quantitative Data

The quantitative data are in the form of pre-test and post-test scores. The researcher uses t-test to measure the students' pre-test and post-test score. It is used to determine whether or not there is a significant difference of the students' pre-test and post-test score. The result of the t-test can be seen from the table below.

Table 7. Result of T-Test

	Mean	N	t	p
Pair 1 post test	6.7759	29		
Pre test	8.0517	29		
Pair 1 Post test & Pre test	1.27586	29	22.798	.000

From the table above, it can be seen that the average score of the pre-test is 6.7759 and the average score of post-test is 8.0517. It can be concluded that the average score in the post-test increases by 1.27586 from the average pre-test. According to *t* statistic, the score difference is significant at $p < 0.05$.

E. Research Finding

The implementation of the research had finished. Based on the actions, observation, and the reflections, the findings were presented as follows.

First, Extensive Reading was believed as the technique to improve the students' ability in finding the general and specific information. They also could guess the meaning of unfamiliar words based on the context. Formerly, they found difficulties in finding the general, specific information and guessing the meaning of unknown words. It was caused the English teacher never taught them to use skimming, scanning strategies, and never practiced them to guess the unfamiliar words based on the context. They just read the whole paragraph and looked up the dictionary to find the meaning of unfamiliar words. By implementing these strategies, they could easily find the main idea, specific information, and could guess meaning of unfamiliar words based on the context. These strategies made them read the text efficiently.

Second, the extensive reading technique was believed as the technique to improve the students' vocabulary mastery. Extensive reading gave the students a lot of

easy materials. It should be at their current level, so they could accept and process what they read easily. By reading a lot of materials, it helped them to build familiarity to the vocabulary. The more they read, they would acquire a lot of vocabulary, and it would facilitate to their reading comprehension.

Third, the extensive reading was believed could attract the students' reading interest and built the positive attitude toward reading. In the extensive reading, the materials were self-selected. The students could choose their own materials based on their level and interest. The students' interest facilitated them to comprehend the text easier.

F. Discussion

This research was focused on improving the students' reading comprehension ability through extensive reading technique. This technique was applied in the Cycle 1 and Cycle 2. The findings above showed that extensive reading technique was successful in improving the students' reading comprehension ability. From the findings, the discussion was presented below.

The implementation of extensive reading helped the students to use efficient strategies, namely skimming and scanning and guessed the meaning of unfamiliar words based on the context. The use of the strategies helped them to read the text efficiently. They could find the information without reading the entire paragraph. They also could guess the unfamiliar words based on the context easily.

The use of extensive reading technique could help the students to improve the students' vocabulary mastery. By giving a lot of reading materials, the students' vocabulary automatically would increase and finally it would contribute to the students' reading comprehension. This finding was in line with Coady & Huckin (2010:27)

Implementing extensive reading technique also attracted the students' reading interest and built positive attitude toward reading. The materials were self-selected based on the students' level and interest. The students' reading interest helped them to recall more information from the text. Based on the finding, it helped them in the process of reading comprehension as it was stated by Schiffler and Krapp in Marzieh (2013: 136).

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter deals with three points. They are conclusions, implications, and suggestions. Those three sections are presented below.

A. Conclusions

In this research, the extensive reading activity was implemented in two cycles. The activities in Cycle I were teaching reading strategies, implementing book flood, implementing sustained silent reading, implementing quick book report, presenting the materials, and giving rewards. Teaching reading comprehension was effective to help the students reading the text efficiently. Here, the students used the skimming and scanning strategies to find general information and specific information in the text.

Implementing book flood was intended to give a lot of exposure and additional materials to the students. There were so many choices of reading materials, so they could choose their favourite reading materials. This activity helped them to attract their reading interest and motivated them to read the reading materials.

Implementing sustained silent reading helped the students to read the reading materials without any distraction. Here, they did not allow looking up the dictionary during reading. If they found unfamiliar words, they just predicted/guessed those words based on the context. They did not need to understand every single word in the text because the aim of the activity, they could read for general understanding and they could enjoy their reading.

Implementing quick book report was effective to help the students to become easy in writing summary. In making the summary, they could apply the skimming and scanning strategies to find the general information and specific information in the text. By using these strategies they could be managing the time efficiently.

Presenting the materials was aimed to give the students new activity in the teaching and learning process of reading. Since the activity was applied, the teaching activity was not monotonous anymore. They did not only do the exercise from the textbook and *LKS (Lembar Kerja Siswa)*. They could be involved in the teaching and learning process of reading. Moreover, they did not get bored anymore in the teaching and learning process of reading.

Giving rewards were aimed to motivate the students in the teaching and learning process of reading. Since the activity was carried out, the students were active in the teaching and learning process of reading. They were motivated to participate actively in every activity.

B. Implications

Based on the research conclusions, the implications of the research are presented below.

First, the results of the study imply that the quality of teaching and learning process of reading should be improved. It could be employed by giving enjoyable various activities, giving the students various reading materials that can enlarge the students prior knowledge, eliciting the students' motivation, and engaging the students' involvements.

Second, the results of the study imply that extensive reading technique needs some efforts to improve reading comprehension. The teacher should give the opportunity to the students to explore a lot of reading materials. The teacher should monitor the students' improvements during reading.

Third, the implication of the use of graded reading is that the reading materials should be simplified based on the language difficulty, the students' level, and the complexity of sentence structure. The purpose of graded reading is to provide the students the easy materials. It is aimed to enable them to read extensively and develop their fluency in reading.

Fourth, the implication of reading comprehension strategy is to help the students reading the text efficiently. The strategy used is skimming and scanning. In implementing these strategies, the teacher should give a model how to skim and scan the text.

C. Suggestions

In reference to the conclusions and the implications of the study, there are some suggestions are directed to English teacher and the other researchers. There are presented below.

1. The English Teacher

It is important for English teacher to improve the quality of teaching and learning process of reading. It can be done by giving the students the various reading materials, giving various activities, engaging the students' involvements, and eliciting the students' motivation. In selecting the reading materials, the teacher should choose the appropriate reading materials to the students'

proficiency level. Moreover, the teacher should monitor the students' improvements during reading.

2. To other Researchers

This research can be a reference to other researchers to do the research dealing with reading comprehension. There are so many actions had not implemented to improve reading comprehension in an interesting way. It is possible to other researchers to conduct the research dealing with reading comprehension from different angels.

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APPENDIX A

FIELD NOTES

FIELD NOTES

Field Notes 1

Hari, tanggal : Senin, 22 Oktober 2012

Kegiatan : Izin penelitian

Tempat : Ruang Kepala Sekolah

R : Reseacher

GP : Guru Piket

KS : Kepala Sekolah

R datang ke SMP N 2 Bantul sekitar pukul 08.30. Sebelum bertemu dengan KS, R terlebih dahulu meminta izin kepada GP dan menyampaikan maksud dan tujuan datang ke sekolah. R menyerahkan surat izin penelitian. Setelah itu R diantar oleh GP menuju ruang KS. R mengetuk pintu ruang KS. KS pun muncul dan mempersilahkan R masuk ke ruangnya. R kemudian menyalami KS dan memperkenalkan diri, menyampaikan maksud dan tujuan kedatangannya adalah untuk melakukan penelitian. KS membaca surat penelitian yang dibawa oleh R. KS menanyakan kepada R tentang penelitian yang akan dilaksanakan tersebut menggunakan metode apa dan materi yang digunakan sudah sesuai SKSD kelas VIII atau belum. R pun menjelaskan kepada KS bahwa penelitiannya tersebut akan menggunakan metode ekstensive reading dan materi yang akan digunakan sudah sesuai dengan SKKD yaitu mengenai teks recount dan teks narrative. Setelah mendengar hal itu KS pun mengizinkan R untuk melakukan penelitian dan mengizinkan R untuk menemui guru Bahasa Inggris kelas VIII yaitu ibu Siti Zumaroh. Setelah itu R mengucapkan terimakasih kepada KS dan berpamitan kepada KS.

Field Notes 2

Hari, tanggal : Senin, 22 Oktober 2012

Kegiatan : Izin penelitian

Tempat : Ruang guru

R : Researcher

ET : English Teacher

R menuju ruang guru. Sampai di sana, R menyapa guru yang ada di ruangan tersebut dan menanyakan apakah ET ada ditempat. Guru tersebut mengatakan kalau ET sedang mengajar dan R disuruh untuk menunggu sebentar. Akhirnya R menunggu di kursi ET. Setelah menunggu kira-kira 10 menit akhirnya ET datang. R kemudian memperkenalkan diri kepada ET dan menyampaikan tujuannya, yaitu meminta izin untuk melakukan penelitian di salah satu kelas VIII. Setelah berbincang beberapa saat, akhirnya penelitian tersebut akan dilaksanakan di kelas VIII C. Kemudian ET menanyakan judul skripsi R. R pun memberitahu bahwa

judul skripsinya mengenai *Improving the Students' Reading Comprehension Ability through Extensive Reading*. R pun menjelaskan sedikit tentang aktivitas Ekstensive Reading yang akan dilaksanakan. ET pun setuju mengenai aktivitas tersebut karena aktivitas tersebut akan menumbuhkan minat baca siswa. R pun juga menanyakan waktu pelaksanaan sehingga siswa juga tidak akan terganggu dengan adanya penelitian ini, ditambah lagi sebentar lagi siswa kelas IX akan ada UNAS. Agar kegiatan penelitian dan proses pembelajaran tidak terganggu, akhirnya diperoleh kesepakatan mengenai waktu pelaksanaan penelitian. R juga menyampaikan kalau akan melakukan observasi sebelum pelaksanaan penelitian dan meminta bantuan pada ET untuk menjadi collaborator saat penelitian. Dengan senang hati ET menerima tawaran R. Setelah ET menyampaikan tujuannya dan telah ada kesepakatan waktu, akhirnya R berterima kasih pada ET dan pamit pulang.

Field Notes 3

Hari, tanggal : Jum'at, 22 Maret 2013

Kegiatan : Observasi

Tempat : Ruang Kelas

R : Researcher

ET : English Teacher

Ss : Students

R tiba di sekolah pukul 09.10 dan langsung menuju ruang guru. Di sana R menemui ET dan langsung berbincang dengan R. Tidak lama kemudian R dan ET menuju kelas VIII C untuk melakukan observasi. Sampai di kelas, ET memperkenalkan diri R pada Ss kelas VIII C. Setelah itu ET meminta R untuk duduk di kursi paling belakang. ET pun memulai proses pembelajaran seperti biasanya. R mencatat hal-hal yang terjadi selama proses pembelajaran berlangsung. Pada pukul 10.35 bel pun berbunyi menandakan kalau proses pembelajaran telah berakhir. Setelah kelas berakhir, R pun segera mewawancarai beberapa Ss untuk dimintai pendapatnya. Setelah dirasa sudah cukup mendapatkan data, R pun menuju ruang guru. Di ruang guru, R berdiskusi dengan ET tentang masalah yang ada selama proses pembelajaran. R juga berdiskusi dengan ET tentang metode yang akan digunakan untuk mengatasi masalah tersebut. Dalam penelitian ini R akan metode Extensive Reading. Setelah berdiskusi beberapa saat, akhirnya ET pun setuju tentang metode yang akan digunakan untuk mengatasi masalah yang ada. Setelah dirasa sudah cukup lama berdiskusi, R pun meminta izin meminta izin untuk pulang.

Field Notes 4**Hari, tanggal : Rabu, 24 April 2013****Kegiatan : Observasi****Tempat : Ruang Kelas****R : Researcher****ET : English Teacher****Ss : Students**

R tiba di sekolah pukul 08.15 dan langsung menuju ruang guru. Disana R menemui ET dan bersiap menuju ruang kelas. Tepat pukul 08.20 bel berbunyi, ET dan R menuju kelas VIII D. Sampai dikelas, seperti biasanya ET membuka pelajaran dan meminta ketua kelas untuk memimpin doa. Setelah itu ET memperkenalkan R pada Ss. ET memberitahu Ss kalau hari ini akan ada tes dan Ss harus mengerjakan soal-soal dengan sungguh-sungguh. Setelah itu R membagikan soal kepada siswa. Setelah itu R meminta siswa untuk mengerjakan soal yang telah dibagikan. Soal-soal tersebut berupa soal pilihan ganda sebanyak empat puluh soal. R dan ET mengawasi Ss mengerjakan soal. Setelah kira-kira hampir satu jam dua puluh menit, R pun memberi aba-aba siswa untuk mengumpulkan soal yang telah dikerjakan. Setelah semua soal terkumpul, pelajaran hari itu pun ditutup. ET dan R menutup pelajaran dan meninggalkan kelas. ET dan R menuju ruang guru. Disana R memberikan beberapa RPP sebagai gambaran kegiatan yang akan berlangsung. ET menyetujui kegiatan-kegiatan yang akan dilaksanakan. Setelah semua jelas, R meminta izin untuk pulang.

Field Notes 5**Hari, tanggal : Kamis, 9 Mei 2013****Kegiatan : Pertemuan 1 (Cycle 1)****Tempat : Ruang Kelas****R : Researcher****ET : English Teacher****Ss : Students**

R tiba di sekolah pukul 06.55. R pun langsung menemui ET di ruang guru. Tepat pukul 07.00 R dan ET pun masuk kelas. Suasana kelas sangat gaduh. Ss masih sibuk mengobrol dengan Ss lainnya. ET kemudian memperkenalkan R serta memberi tahu kalau R akan melakukan penelitian di kelas VIII C. Setelah ET memperkenalkan R, ET kemudian duduk di belakang untuk mengamati proses pembelajaran yang berlangsung sambil mengisi observation checklist yang diberikan R.

Sebelum pelajaran dimulai, R meminta ketua kelas untuk memimpin doa. R juga mengabsen siswa yang tidak masuk. Setelah itu, R mengulas pelajaran

sebelumnya sambil bertanya, "What did you learn last meeting?". Beberapa siswa menjawab, recount text. Setelah itu R memberikan apersepsi yaitu dengan memberikan beberapa pertanyaan terkait dengan materi yang akan dipelajari.

R pun kemudian mengeluarkan banyak materi bacaan dari dalam tasnya. Kemudian R meletakkan materi bacaan tersebut diatas meja. Banyak S yang bertanya-tanya kenapa ada banyak sekali materi bacaan. Tak lama kemudian, R pun bertanya "Do you like reading?". Sebagian Ss menjawab "Yes!" What kind materials do you like to read?. Beberapa Ss menjawab cerita cinta Miss, dongeng, fiksi, dll. Kemudian R menjelaskan mengapa ada banyak sekali bacaan dikelas. R juga menjelaskan tentang metode Extensive Reading yang akan digunakan dalam pembelajaran nantinya. R juga menjelaskan kegiatan-kegiatan dalam ekstensive reading dan apa yang harus dilakukan Ss dalam kegiatan ini. Dalam Cycle I ini siswa bekerja secara individu. Setelah selesai menerangkan, R bertanya kepada Ss "Do you understand what I explain about the activities?". Banyak Ss yang hanya diam, mereka terlihat masih bingung tentang aktivitas yang akan dilakukan. Kemudian R menjelaskan lagi tentang kegiatan-kegiatan ekstensive reading. Setelah itu R bertanya, "Are you still confused about the activities?". Ss pun menjawab "No Miss!"

Sebelum Ss mulai membaca, R menerangkan cara skimming dan scanning. R menerangkan perbedaan skimming dan scanning. Setelah itu R memberikan selembar kertas berisi bacaan yang akan digunakan untuk melatih siswa mempraktekkan dua strategi tersebut. Do you know what skimming and scanning are?. Ss hanya diam. Ok! I will explain what are skimming and scanning strategies. If you want to find general information, it is called as skimming. So, what do you have to do? You can quickly run your eyes across a whole text for its gist. Now please read the text that I give to you. What is the main idea of the first paragraph? Beberapa Ss mencoba menjawab dengan jawaban berbeda. Kemudian R menerangkan bagaimana cara menemukan main idea/informasi umum dalam teks. Kemudian R kembali bertanya pada Ss tentang pertanyaan tadi. Ok! Now please find the main idea of the first paragraph! Beberapa Ss menjawab pertanyaan dengan benar. Ok we move to scanning strategy. Do you know what is it? Scanning is the strategy to search some particular pieces of information in the text. You can use this information to find information such as the dates, names, number, etc. Now, please answer my questions! Where does Maya Gazali born? Ss menjawab in Palu. How old she begin to study at school? Ss menjawab six years. Where does she work? Ss menjawab in a shoes factory.

R juga menjelaskan cara menebak arti kata berdasarkan konteks karena dalam kegiatan ekstensive reading ini Ss dilarang menggunakan kamus. Setelah itu R memberikan latihan kepada Ss bagaimana menebak arti kata sulit berdasarkan konteks.

Setelah itu, R pun meletakkan materi bacaan di atas meja guru. Kemudian R menginstruksikan Ss untuk maju kedepan untuk memilih bacaan yang mereka sukai. *Please come forward to choose your favourite reading!* Ss pun maju kedepan kelas memilih bacaan. Seketika suasana pun menjadi sangat ramai karena siswa sangat antusias dalam memilih bacaan, beberapa siswa saling berebut bacaan. *Keep silent please, don't disturb other class!* R pun membantu siswa dalam memilih bacaan. Beberapa siswa ada yang bertanya tentang isi bacaan. *"What is the text about Miss?" "It's about adolescence". "Hmm, sepertinya bagus Miss, saya akan ambil untuk saya baca Miss."* Setelah semua siswa mendapat bacaannya masing-masing, mereka pun kembali ke bangku mereka. Siswa pun diberi waktu sekitar 20 menit untuk membaca bacaan tersebut. Dalam kegiatan ini Ss dilarang menggunakan kamus, jika mereka menemui kata-kata sulit, mereka harus menebak kata-kata tersebut berdasarkan konteks. Namun banyak Ss yang ketika membaca tetap membuka kamus atau bertanya kepada teman mereka tentang arti kata-kata sulit tersebut.

Sebelum melanjutkan aktivitas selanjutnya, R menerangkan bagaimana menulis ringkasan. Setelah itu, R menginstruksikan Ss untuk membuat ringkasan tentang apa yang mereka baca. Bagi Ss yang sudah selesai membuat ringkasan, mereka boleh mengumpulkan hasil ringkasan mereka. Tapi sebagian besar Ss belum selesai menulis ringkasan. Akhirnya kegiatan meringkas dilanjutkan di rumah. *Because most of you have not finished making summary, you can continue it at home.*

Setelah itu, R membagikan teks dan soal-soal comprehension. R menginstruksikan Ss untuk membaca teks dan mengerjakan latihan-latihan. Setelah kira-kira 20 menit, R membahas dan berdiskusi tentang jawaban-jawaban soal-soal tadi. Setelah selesai membahas soal-soal tersebut, R mengajak Ss untuk menyimpulkan materi apa saja yang sudah mereka pelajari. Beberapa Ss menjawab teks recount, skimming, scanning, menebak arti kata sulit berdasarkan konteks. R juga mengingatkan agar Ss mengerjakan pekerjaan rumah berupa making summary yang belum terselesaikan tadi. R juga memberi tugas siswa untuk mencari bacaan recount bisa dari internet, buku, dll. Setelah itu R meminta Ss untuk mengumpulkan soal-soal tadi yang sudah dikerjakan. Setelah itu R menutup pelajaran dengan berdoa.

Field Notes 6

Hari, tanggal : Jum'at, 10 Mei 2013

Kegiatan : Pertemuan 2 (Cycle 1)

Tempat : Ruang Kelas

R : Researcher

ET : English Teacher

Ss : Students

R datang ke sekolah pukul 09.05. R pun segera menuju ruang guru untuk menemui ET. Tepat pukul 09.15 bel berbunyi, R dan ET pun masuk kelas. Sampai di ruang kelas, ET langsung menuju kursi belakang untuk mengamati proses pembelajaran sembari mengisi observation checklist. R pun menyapa Ss. Selanjutnya R membuka pelajaran dengan berdoa dan mengabsen Ss. Setelah itu R mengulas pelajaran pada pertemuan sebelumnya. *What did you learn last meeting?*. Beberapa Ss menjawab teks recount Miss! Skimming dan scanning Miss. Beberapa Ss ada yang menambahkan menebak arti kata berdasarkan konteks Miss!.

R pun memberikan apersepsi sebelum masuk ke materi. *Do you still remember what recount text is?*. Sambil membuka bukunya beberapa Ss menjawab *a text that telling the reader about the story, action, or activity*. *Good students!*. **Have you finished your homework?**. Beberapa students menjawab **"yes Miss. Ok any volunteer who want to tell the summary? Semua Ss hanya diam. Beberapa Ss menjawab "belum selesai Miss". Lho kok bisa belum selesai? Sulit Miss nulisnya. Ok I will explain it later. Ok any volunteer? Siswa hanya diam. Kemudian R berkata nanti yang berani maju akan dapat hadiah. Ss bertanya "hadiahnya apa Miss?" nilai tambahan bagi yang aktif. Kemudian R kembali bertanya "any volunteer who wants to tell the summary?"**. Akhirnya ada satu siswa yang mau maju ke depan kelas. *Ok what's your name? Desty Miss. Ok please tell your summary. Please pay attention to her, after she finished, the others can ask question to her!*". Kemudian Desty mulai menceritakan isi summarynya. Ss yang lain mendengarkan penjelasan Desty. Setelah Desty selesai bercerita. Ss yang lain mengajukan beberapa pertanyaan. Desty pun menjawab pertanyaan-pertanyaan yang diberikan oleh teman-temannya.

R menanyakan pada Ss tentang tugas untuk mencari bacaan. *Did you bring your homework? Yes Miss!* Kemudian Ss mengeluarkan bacaan yang mereka bawa. Setelah itu R menginstruksikan Ss untuk membaca sekitar 20 menit. Dalam kegiatan ini masih banyak Ss membuka kamus ketika menemui kata-kata sulit. Setelah kurang lebih 20 menit membaca materi bacaan tersebut, R

menginstruksikan Ss untuk membuat ringkasan. Sebelumnya R menjelaskan kembali langkah-langkah dalam meringkas. Setelah itu Ss mulai membuat ringkasan tentang materi yang telah mereka baca. Setelah selesai membuat ringkasan, Ss pun mengumpulkan ringkasan tersebut.

Setelah itu, R membagikan teks dan soal-soal comprehension. R menginstruksikan Ss untuk membaca teks dan mengerjakan latihan-latihan. Setelah kira-kira 20 menit, R membahas dan berdiskusi tentang jawaban-jawaban soal-soal tadi. Setelah selesai membahas soal-soal tersebut, R mengajak Ss untuk menyimpulkan materi apa saja yang sudah mereka pelajari. Beberapa Ss menjawab teks recount, making summary. Kemudian R memberikan tugas kepada Ss untuk mencari teks recount dari berbagai sumber seperti internet, buku, dll. Tugas Ss berikutnya adalah Ss harus membuat ringkasan dan pertanyaan 5W+1H. Setelah itu R meminta Ss untuk mengumpulkan soal-soal tadi yang sudah dikerjakan dan menutup pelajaran dengan berdoa.

Field Notes 7

Hari, tanggal : Rabu, 15 Mei 2013

Kegiatan : Pertemuan 3 (Cycle 1)

Tempat : Ruang Kelas

R : Researcher

ET : English Teacher

Ss : Students

R tiba di sekolah pukul 08.15 dan langsung menuju ruang guru. Disana R menemui ET dan bersiap menuju ruang kelas. Tepat pukul 08.20 bel berbunyi, ET dan R menuju kelas VIII D. Sampai dikelas, suasana masih ramai. Banyak Ss yang masih mengobrol dengan temannya. Seperti biasanya ET membuka pelajaran dan meminta ketua kelas untuk memimpin doa. Setelah itu ET menuju kursi belakang untuk mengamati proses pembelajaran.

R pun juga menanyakan pekerjaan rumah Ss. Do you bring your homework?. Beberapa Ss menjawab Yes Miss! Please show your homework! Semua Ss menunjukkan tugas mereka. Well, now I want some of you to tell the summary of your reading material! Semua Ss hanya diam. Any volunteer?? Ss masih juga diam. Kemudian R menunjuk salah satu dr Ss. Sella please tell your summary! Ok Miss!. The others please listen to her, after she finished you can ask the questions for her! Sella pun mulai menceritakan isi ringkasannya. Setelah selesai bercerita. Ss yang lain mulai bertanya beberapa pertanyaan. Sella pu menjawab pertanyaan yang diajukan oleh teman-temannya.

Kemudian R meminta Ss lain untuk menceritakan ringkasannya. Any volunteer? Semua Ss hanya diam saja. Akhirnya R menunjuk lagi salah satu Ss. Please Nurma tell your summary! Nurma pun mulai menceritakan ringkasannya.

Ss yang lain memperhatikan, ketika Nurma selesai beberapa Ss mengajukan pertanyaan tentang cerita yang diceritakan Nurma. Nurma pun menjawab pertanyaan yang diajukan oleh teman-temannya. Setelah selesai, R pun meminta satu Ss lagi untuk menceritakan ringkasannya! Any of you want to share your summary again? Ss masih saja diam, kemudian R pun menunjuk salah satu dari mereka. Ok I will Fida to be the next! Please come in front of the class. Fida pun mulai menceritakan ringkasannya. Seperti biasanya, setelah selesai bercerita, teman-temannya mengajukan beberapa pertanyaan terkait isi ringkasan. Fida pun menjawab pertanyaan-pertanyaan dari teman-temannya.

Setelah itu, R membagikan teks dan soal-soal comprehension. R menginstruksikan Ss untuk membaca teks dan mengerjakan latihan-latihan. Setelah kira-kira 20 menit, R membahas dan berdiskusi tentang jawaban-jawaban soal-soal tadi. Setelah selesai membahas soal-soal tersebut, R mengajak Ss untuk menyimpulkan materi apa saja yang sudah mereka pelajari. Beberapa Ss menjawab teks recount, making summary. Setelah itu R meminta Ss untuk mengumpulkan soal-soal tadi yang sudah dikerjakan dan menutup pelajaran dengan berdoa.

Field Notes 8

Hari, tanggal : Kamis, 16 Mei 2013

Kegiatan : Pertemuan 1 (Cycle 2)

Tempat : Ruang Kelas

R : Researcher

ET : English Teacher

Ss : Students

R tiba di sekolah pukul 06.55. Setelah sampai di sekolah, R langsung menemui ET di ruang guru. Tepat pukul 07.00 ET dan R menuju ruang kelas. Seperti biasanya, suasana kelas masih sangat ramai. Para Ss masih sibuk mengobrol dengan Ss lain. Seperti biasanya ET membuka pelajaran dan meminta ketua kelas untuk memimpin doa. Setelah itu ET menuju kursi belakang untuk mengamati proses pembelajaran.

R mereview pelajaran sebelumnya, Do you still remember what we have learnt last meeting? Beberapa Ss menjawab recount text Miss!. Ss yang lain pun menanyakan “Miss nanti kita ngapain?” “We are going to learn new material today!”. Ss pun menanyakan What is it Miss?” Hmm, do you ever heard the story like Cinderella, Tangkuban Perahu, Snow White?? Yes Miss! Ohh, pasti mau belajar tentang narrative text ya Miss? Yes, you are right! Setelah itu R mulai menerangkan bagian-bagian dari narrative text seperti kosakata, verbs, generic structure, dll.

R kemudian meminta Ss untuk membentuk kelompok. Satu kelompok terdiri dari 4 siswa. I want you to work in group. Setelah itu ET menjelaskan tentang ekstensive reading dan aktivitas-aktivitasnya. Ss dengan cepat menangkap maksud ET karena pada cycle sebelumnya kegiatan ini sudah dilaksanakan. Now, I want the representative of each group come in front of the class to take one story!. Kemudian ET menjelaskan tentang penggunaan strategi skimming dan scanning. ET memberikan latihan-latihan kepada siswa. Setelah itu ET menjelaskan menebak kosa kata berdasarkan konteks. Kemudian ET memberikan latihan-latihan untuk menebak kosa kata berdasarkan konteks. ET juga menjelaskan cara menulis ringkasan.

Setelah itu, Ss membaca cerita yang telah dipilih oleh masing-masing perwakilan grupnya. Ss pun membaca cerita sekitar 20 menit. Seperti biasanya, R menginstruksikan Ss untuk membuat ringkasan cerita dan pertanyaan tentang 5W+1H. Setelah semua grup selesai, R menginstruksikan Ss untuk maju kedepan kelas untuk menceritakan ringkasannya tadi bersama kelompoknya. Who wants to be first group? Semua grup hanya diam. Ok, I will give you a doorprize if you were active in every activity! Hadiahnya apa Miss?. Hadiahnya berupa nilai tambahan. Oke Miss! Semua Ss terlihat bersemangat. Ok, whose group will be the first? Kemudian grup Marco maju ke depan kelas. Ok Marco's group time is yours! Please pay attention to them, after they finished each group should ask one question for them! Kelompok Marco mulai menceritakan isi bacaan secara bergantian. Setelah selesai, setiap kelompok secara bergantian mulai bertanya, suasana saat itu mulai tak terkendali karena semua grup ingin bertanya. Mereka terlihat sangat bersemangat saat itu. Ok! Please don't be noisy. Each group will get their turn!

Setelah itu, R membagikan teks dan soal-soal comprehension. R menginstruksikan Ss untuk membaca teks dan mengerjakan latihan-latihan. Setelah kira-kira 20 menit, R membahas dan berdiskusi tentang jawaban-jawaban soal-soal tadi. Setelah selesai membahas soal-soal tersebut, R mengajak Ss untuk menyimpulkan materi apa saja yang sudah mereka pelajari. Beberapa Ss menjawab teks narrative, making summary. Kemudian R memberikan tugas kepada setiap kelompok untuk mencari teks narrative dari berbagai sumber seperti internet, buku, dll. Tugas berikutnya adalah mereka harus membuat ringkasan dan pertanyaan 5W+1H. Setelah itu R meminta Ss untuk mengumpulkan soal-soal tadi yang sudah dikerjakan dan menutup pelajaran dengan berdoa.

Field Notes 9

Hari, tanggal : Jum'at, 17 Mei 2013

Kegiatan : Pertemuan 2 (Cycle 2)

Tempat : Ruang Kelas

R : Researcher

ET : English Teacher

Ss : Students

R datang ke sekolah pukul 09.05. R segera menuju ruang guru untuk bertemu ET. Saat bel berbunyi pukul 09.15 R dan ET pun langsung menuju ruang kelas. Saat itu Ss masih sibuk mengobrol dengan teman-temannya dan sebagian Ss masih berada di luar kelas. R pun menyuruh Ss yang berada di luar untuk masuk kelas agar pelajaran segera bisa dimulai. ET pun juga langsung menuju kursi belakang untuk mengamati proses pembelajaran dan menyiapkan observation checklist yang akan diisi. R memulai pelajaran dengan menyapa Ss, berdoa, dan mengabsen Ss. Setelah itu R mengulas pelajaran pada pertemuan sebelumnya. *What did you learn last meeting?*. Beberapa Ss menjawab teks naratif *Miss!*, *making summary Miss!*. Beberapa Ss ada yang menambahkan menebak arti kata berdasarkan konteks *Miss!*.

R menanyakan pekerjaan rumah siswa. *Do you have finished your work? Yes Miss!. Whose group will be the first? Any volunteer who wants to tell the summary?. Any volunteer who wants to tell the summary?.* Ss hanya diam. *Ok I will give you a doorprize if you were active participated!.* Tak beberapa lama kelompok Anis maju. Mereka pun mulai menceritakan isi ringkasan, Ss yang lain ikut mendengarkan. Setelah selesai, kelompok lain pun bertanya tentang isi bacaan tersebut. Mereka terlihat sangat antusias untuk bertanya, suasana saat itu sempat ramai karena banyaknya siswa yang akan bertanya. *Ok keep silent! Every group will get their turn!.* Kelompok Anis pun menjawab semua pertanyaan yang diberikan oleh grup lain.

R kembali meminta kelompok lain untuk menceritakan ringkasannya. *Ok who will be the next?.* Tanpa menunggu beberapa lama, kelompok Vian pun maju ke depan kelas. Mereka pun mulai menceritakan isi ringkasannya tersebut. Kelompok lain ikut memperhatikan presentasi yang dilakukan kelompok Vian. Seperti biasa setelah presentasi selesai, kelompok lain mengajukan pertanyaan yang berkaitan dengan isi ringkasan tersebut. Kelompok Vian menjawab pertanyaan-pertanyaan yang diajukan kelompok lain. Ketika menghadapi kesulitan, kelompok Vian berdiskusi dengan teman-temannya untuk menjawab pertanyaan-pertanyaan yang diberikan kelompok lain. Mereka terlihat kompak, berdiskusi satu dengan lain untuk menjawab pertanyaan-pertanyaan. Setelah semua pertanyaan terjawab kelompok Vian kembali duduk.

Setelah itu, R membagikan teks dan soal-soal comprehension. R menginstruksikan Ss untuk membaca teks dan mengerjakan latihan-latihan. Setelah kira-kira 20 menit, R membahas dan berdiskusi tentang jawaban-jawaban soal-soal tadi. Setelah selesai membahas soal-soal tersebut, R mengajak Ss untuk menyimpulkan materi apa saja yang sudah mereka pelajari. Beberapa Ss menjawab teks teks naratif, asking questions. R juga memberikan Ss pekerjaan rumah untuk mencari teks naratif dari berbagai sumber seperti internet, buku, dll dan membuat ringaksannya. Setelah itu R meminta Ss untuk mengumpulkan soal-soal tadi yang sudah dikerjakan. Setelah itu R menutup pelajaran dengan berdoa.

Field Notes 10

Hari, tanggal : Rabu, 22 Mei 2013

Kegiatan : Pertemuan 3 (Cycle 2)

Tempat : Ruang Kelas

R : Researcher

ET : English Teacher

Ss : Students

R tiba di sekolah pukul 08.15. setelah sampai di sekolah, R langsung menuju ruang guru untuk menemui ET. Saat bel berbunyi pukul 08.20 ET dan R menuju ruang kelas. Seperti biasa, Ss masih sibuk mengobrol dengan teman-temannya. R meminta Ss untuk tidak ramai agar pelajaran bisa segera dimulai. Setelah itu ET menuju kursi belakang untuk mengamati proses pembelajaran sembari mengisi observation guidelines. Seperti biasanya ET membuka pelajaran dan meminta ketua kelas untuk memimpin doa.

R meminta siswa untuk duduk berdasarkan kelompoknya. R juga bertanya tentang pekerjaan rumah siswa. Do have finished your homework?. Yes Miss! Ok let me see your homework!. Setiap grup mengeluarkan pekerjaan rumah mereka. Now, i want you to come in front of the class to tell the summary and answer your friends' questions. Who will be the first? I will gave you reward if you were active participated. Anyone?? Kemudian tak beberapa lama kelompok Desti maju ke depan kelas. Ok Desti's group time is yours! Kelompok Desti pun mulai menceritakan isi ringkasannya. Ss yang lain ikut mendengarkan dengan seksama. Setelah selesai, seperti biasa kelompok lain mengajukan pertanyaan kepada kelompok Desti. Setelah semua pertanyaan terjawab, kelompok Desti kembali ke tempat duduk semula.

R pun meminta grup lain untuk menceritakan isi ringkasannya. Whose will be the next?? Kemudian tak beberapa lama grup Elin maju ke depan kelas. Mereka terlihat sangat bersemangat. Grup Elin pun mulai menceritakan isi ringkasan

tersebut secara bergantian. Setelah selesai, kelompok lain masing-masing mengajukan satu pertanyaan kepada grup Elin. Dengan semangat grup Elin menjawab semua pertanyaan yang diajukan, ketika mereka menemui kesulitan, mereka berdiskusi dengan teman-temannya untuk menjawab pertanyaan tersebut. R pun kembali meminta kelompok lain untuk menceritakan isi ringkasannya. Ok who wants to be the next group?? Don't worry if making mistakes, i will help you! Tak beberapa lama kelompok Rifki maju ke depan kelas. Mereka mulai bercerita tentang isi ringkasan secara bergantian. Setelah selesai, setiap kelompok mengajukan satu pertanyaan kepada kelompok Rifki. Ketika mereka mengalami kesulitan, mereka berdiskusi untuk mendapatkan jawaban dari pertanyaan yang diajukan, karena mereka belum juga mendapatkan jawaban akhirnya R membantu mereka untuk menjawab pertanyaan. Setelah semua pertanyaan terjawab, kelompok Rifki akhirnya kembali duduk.

Setelah itu, R membagikan teks dan soal-soal comprehension. R menginstruksikan Ss untuk membaca teks dan mengerjakan latihan-latihan. Setelah kira-kira 20 menit, R membahas dan berdiskusi tentang jawaban-jawaban soal-soal tadi. Setelah selesai membahas soal-soal tersebut, R mengajak Ss untuk menyimpulkan materi apa saja yang sudah mereka pelajari. Beberapa Ss menjawab teks naratif, answering questions. Setelah itu R meminta Ss untuk mengumpulkan soal-soal tadi yang sudah dikerjakan. R menutup pelajaran dengan berdoa.

APPENDIX B
INTERVIEW TRANSCRIPT

NB :
 R : **Researcher**
 ET : **English Teacher**
 S : **Students**

Interview 1 (Observasi awal)

Hari, Tanggal: Senin, 22 Oktober 2012

Tempat : Ruang Guru

R : Researcher

ET : English Teacher

R : Selamat siang Bu Siti.
 ET : Siang mbak Nisa..apa kabar kok lama tidak kelihatan?
 R : Alhamdulillah sehat Bu.. gimana kabar Ibu, sehat juga kan Bu?
 ET : Alhamdulillah sehat juga mbak..gimana mbak ada yang bisa saya bantu?
 R : Ini Bu, saya bermaksud mengadakan penelitian di sini..
 ET : Ohh..penelitian untuk skripsi ya mbak?
 R : Iya Bu benar sekali..kebetulan skripsi saya tentang action research.
 ET : Ohh, gitu ya mbak? Berarti PTK ya mbak?
 R : Iya Bu, disini saya membutuhkan bantuan Ibu untuk jadi collabolator ketika saya mengajar Bu.
 ET : Boleh mbak, malahan saya bisa belajar dari mbak juga kan tentang metode yang akan diterapkan. Ngomong-ngomong metode apa ya mbak yang akan diterapkan nanti?
 R : Metode ekstensive reading Bu.
 ET : Ohh jadi nanti siswa diberi banyak pilihan bacaan itu ya mbak?
 R : Iya Bu benar sekali, saya nanti akan menyediakan banyak bacaan untuk mereka.
 ET : Bagus juga sih mbak, soalnya disini belum pernah diterapkan.
 R : Ohh gitu ya Bu..ngomong-ngomong dikelas VIII itu yang paling susah apa ya Bu?
 ET : Ya reading mbak..
 R : Kenapa Bu? Susahnya dimana?
 ET : Siswa-siswa tu susah mbak kalau disuruh baca, apalagi kalau bacaannya panjang. Padahal kan reading tu penting banget mbak, soalnya pembelajaran saat ini banyak diutamakan reading, soal UAN juga kebanyakan reading.
 R : Biasanya masalah yang dihadapi siswa tu apa Bu?
 ET : Biasanya mereka malas baca teks yang panjang mbak, mereka juga sering menemui kata-kata sulit mbak ketika membaca, mereka juga sangat tergantung dengan kamus, kalau mereka menemui kata-kata sulit pasti langsung buka kamus mbak.
 R : Terus untuk sumber pembelajaran Ibu mengambil dari mana Bu?
 ET : dari LKS ja mbak, soalnya di LKS kan banyak latihannya jadi siswa bisa mendapat banyak latihan.
 R : Kalau aktivitas pembelajaran reading di kelas seperti apa Bu?

- ET : Ya siswa saya beri teks kemudian nanti mengerjakan soal-soal yang berkaitan dengan teks tersebut mbak, kalau udah selesai nanti soal-soalnya dibahas bersama.
- R : Chh, kalau begitu untuk mengetahui masalah-masalah terkait reading apakah saya bisa ikut ke kelas Ibu untuk observasi Bu?
- ET : Boleh mbak.
- R : Kira-kira kapan Bu?
- ET : Besok itu gapapa mbak, saya ada kelas jam 11 di kelas VIII C mbak.
- R : Baik Bu, saya akan datang tepat waktu. Terimakasih atas waktunya Bu. Saya pamit pulang dulu..
- ET : Iya mbak sama-sama, saya tunggu besok ya mbak.
- R : Ya Bu.

Interview 2

Hari, Tanggal: Jum'at, 22 Maret 2013

Tempat : Depan Ruang Kelas

R : Reseacher

S : Student (Vani)

- R : Hallo dek!. Siapa namamu?
- S : Vani mbak
- R : Boleh tanya-tanya ga dek?
- S : Boleh mbak silahkan aja mau tanya apa?
- R : Suka ga ma pelajaran Bahasa Inggris dek?
- S : Ga terlalu suka sih mbak!
- R : Yang buat kamu ga suka apanya dek?
- S : Kosakatanya itu mbak kadang ga tahu artinya, apalagi kalau disuruh baca teks panjang terus kata-katanya sulit gitu mbak, jadi males.
- R : Lho kan bisa buka kamus dek?
- S : Iya sih mbak, tapi ya kadang-kadang males bukannya mbak.
- R : Emang ga diajarin bu Siti cara biar bisa memprediski kata-kata sulit berdasarkan konteks ya?
- S : Ga tuh mbak.
- R : Ohh terus kalau pas pelajaran reading kegiatannya ngapain aja?
- S : Ya nanti disuruh ngerjain soal-soal di LKS itu mbak terus dibahas bareng.
- R : Ohh gitu ya. Yaudah dek makasih banget ya.

Interview 3

Hari, Tanggal: Jum'at, 22 Maret 2013

Tempat : Ruang Kelas

R : Reseacher

S : Student (Wulan)

R : Hey dek siapa namamu?

S : Wulan kak.

R : Kakak boleh nanya-nanya ga?

S : Iya kak, tanya apa?

R : Suka ga ma pelajaran Bahasa Inggris?

S : Ga kak.

R : Lho kenapa? Yang buat kamu ga suka apanya dek?

S : Itu kak Bu Siti ngajarnya ga enak, galak juga.

R : Emang kalau pelajaran reading aktivitasnyan ngapain aja dek?

S : Ya biasa kak, nanti disuruh ngerjain LKS halaman berapa terus nanti siswanya disuruh membaca keras, membahas kosakata yang sulit, mengerjakan latihan-latihan terus bahas soal bareng kak

R : Ohh gitu terus ya? Berarti belum pernah ya dikasih materi bacaan lain misal dari buku cerita, internet, majalah dek?

S : Belum kak.

R : Oke makasih ya dek infonya.

Interview 4

Hari, Tanggal: Rabu, 24 April 2013

Tempat : Ruang Kelas

R : Reseacher

S : Student (Dita)

R : Pagi dek bisa minta waktunya sebentar?

S : Bisa mbak, pasti mau interview ya?

R : Iya dek, mau tanya-tanya nih... gimana tadi belajar bahasa inggrisnya?

S : Iya gitu-gitu aja sih mbak, agak bosen sih.

R : Yang bikin bosen apa dek?

S : Materinya mbak Cuma dari LKS aja, terus teksnya panjang-panjang jadi males bacanya mbak.

R : Kalau misal nanti mbak kasih teks dari buku cerita yang ada gambarnya gitu gimana dek?

S : Boleh juga mbak, soalnya sama Bu Siti belum pernah sih mbak. Kan biar ga bosen juga baca teks panjang terus.

R : Iya deh nanti bakal mbak coba ya. Makasih infonya ya dek.

PENELITIAN

Pertemuan 1 Cycle I

Interview 5

Hari, Tanggal: Kamis, 9 Mei 2013

Tempat : Ruang Kelas

R : Reseacher

S : Student (Dian)

R : Pagi dek, boleh minta waktunya sebentar ga?

S : Iya mbak boleh, pasti mau interview ya?

R : Iya nih dek, mau tanya tentang pembelajaran tadi menurut kamu gimana?

S : Beda mbak ma pembelajaran biasanya.

R : Bedanya dimana dek?

S : Biasanya Cuma disuruh ngerjain LKS terus mengerjakan latihan terus dibahas bareng mbak. Nah kalau tadi mbak kasih banyak bacaan gitu.

R : Suka ga ma bacaan-bacaan tadi?

S : Suka mbak soalnya aku bisa milih bacaan yang aku sukai mbak, jadi semangat juga bacanya mbak.

R : Terus ada kesulitan ga tadi dalam memilih bacaan dek?

S : Iya ada sih mbak.

R : Sulitnya dimana dek?

S : Soalnya terlalu banyak bacaan sih mbak, jadinya sempet bingung tapi tadi akhirnya nemu juga bacaan yang sesuai selera aku mbak.

R : Ohh gitu ya dek, oke dek makasih ya infonya.

Interview 6

Hari, Tanggal: Kamis, 9 Mei 2013

Tempat : Ruang Kelas

R : Reseacher

S : Student (Heru)

R : Hey dek boleh nanya-nanya gak?

S : Iya Miss boleh, tanya aja Miss.

R : Oya nama kamu siapa?

S : Heru Miss.

R : Menurut kamu kegiatan book flood tadi gimana dek?

S : Bagus Miss.

R : Suka gak dengan kegiatan tadi?

S : Suka Miss.

R : Sukanya pas bagian apa dek?

S : Ketika disuruh milih bacaan Miss. Soalnya ada banyak banget pilihan bacaannya, jadi kita bisa milih bacaan sesuka kita.

R : Hmm...Kegiatan ini udah pernah dilakukan belum dek?

S : Belum Miss ini baru pertama kali, makannya tadi sempet bingung milih bacaannya Miss, soalnya banyak banget variannya.

R : Oke makasih ya dek..

Interview 7**Hari, Tanggal: Kamis, 9 Mei 2013****Tempat : Ruang Guru****R : Reseacher****ET : English Teacher**

R : Assalamu'alaikum Bu..

ET : Wa'alaikum salam mbak..ada yang bisa saya bantu mbak?

R : Ini Bu mau tanya-tanya mengenai pertemuan pertama ini Bu..

ET : Ohh ya mbak silahkan.

R : Menurut Bu Siti gimana Bu pembelajaran hari ini?

ET : Pembelajaran hari ini sudah berjalan dengan baik mbak. Tapi tadi siswa agak sedikit bingung ya ketika mbak menjelaskan tentang kegiatan ekstensive reading. Ya saya maklum mbak soalnya ini kan hal yang baru buat mereka, jadi ya maklum kalau siswa tadi minta dijelaskan lagi tentang kegiatan ekstensive reading.

R : Kalau menurut Ibu, kegiatan book flood tadi bagaimana bu?

ET : Bagus sih mbak, walaupun tadi siswa sempat terlihat bingung ketika mbak menunjukkan banyak materi bacaan kepada mereka. Tetapi setelah mbak selesai menjelaskan tentang ekstensive reading tadi siswa terlihat muli paham.

R : Menurut Ibu kegiatan book flood tadi berhasil menumbuhkan minat baca ga Bu?

ET : Jelas mbak, itu terlihat ketika siswa antusias untuk memilih bacaan favorit mereka. Tadi suasana sempat sedikit ramai ya karena siswa-siswa sibuk memilih bacaan mereka.

R : Kira-kira kekurangannya apa ya Bu?

ET : Tadi kan mbak sempat menginstruksikan siswa agar membaca bacaan yang udah siswa pilih ya, tapi mbak lupa untuk mengajarkan strategi untuk membacanya. Alangkah baiknya kalau strategi diajarkan dahulu mbak sebelum siswa disuruh membaca bacaan tadi.

R : Ooh iya Bu, makasih masukannya Bu.

ET : Iya mbak sama-sama.

Pertemuan 2 Cycle I

Interview 8

Hari, Tanggal: Jum'at, 10 Mei 2013

Tempat : Ruang Kelas

R : Reseacher

S : Student (Fuad)

R : Hallo dek, boleh nanya-nanya ga?

S : Iya Miss boleh, tapi pakai Bahasa Indonesia aja ya mbak biar bisa jawab.

R : Iya dek..Oya nama kamu siapa dek?

S : Fuad Miss.

R : Mau nanya nih apakah strategi skimming cukup membantu dalam menemukan main idea dalam teks dek?

S : Iya Miss sangat membantu, jadi cepet nemuin main idea dalam teks, baca sekilas aja nanti bisa cepet nemuin main ideanya.

R : Oke dek makasih infornya ya.

Interview 9

Hari, Tanggal: Jum'at, 10 Mei 2013

Tempat : Depan Ruang Kelas

R : Reseacher

S : Student (Febri)

R : Pagi dek, boleh nanya-nanya ga?

S : Iya mbak, silahkan..tapi jangan yang sulit-sulit ya mbak.

R : Iya dek.. ehh mbak pengen tahu nama kamu dulu dek.

S : Namaku Febri mbak.

R : Febri, kalau kamu mau nemuin informasi spesifik seperti tanggal, nama, tahun jadi lebih mudah ga semenjak kamu menggunakan strategi scanning?

S : Ya Miss jadi lebih mudah, kita cukup mengingat-mengingat saja informasi yang akan dicari, kalau udah kita tinggal nyari dalam teks. Jadi ga usah baca semua paragraf Miss, biar ga buang-buang waktu.

R : Oke dek makasih infonya ya...

Interview 10**Hari, Tanggal: Jum'at, 10 Mei 2013****Tempat : Ruang Guru****R : Reseacher****ET : English Teacher**

R : Siang Bu.

ET : Siang mbk.

R : Maaf mengganggu Bu, boleh minta waktunya sebentar Bu?

ET : Ohh ya mbak, silahkan. Gimana mbak?

R : Mau menanyakan tentang pengaplikasian sustained silent reading tadi Bu.

ET : Kalau menurut saya ya sudah bagus sih mbak, tapi kelihatannya siswa masih sering buka-buka kamus ya mbak ketika mereka menemui kata-kata sulit. Kan seharusnya ketika sustained silent reading itu siswa dilarang buka kamus agar mereka dapat menikmati kegiatan membacanya itu.

R : Iya tadi Bu, memang tadi masih banyak siswa yang buka kamus ketika menemui kata-kata sulit, malahan ada juga yang menanyakan kata-kata sulit tersebut kepada temannya.

ET : Nah itu mbak, sepertinya masih banyak siswa yang belum mengerti tentang menebak arti kata sulit berdasarkan konteks mbak. Mungkin untuk pertemuan berikutnya mbak bisa hal ini bisa diimprove lagi mbak.

R : Iya Bu, terimakasih masukannya ya Bu..

ET : Sama-sama mbak.

Pertemuan 3 Cycle I**Interview 11****Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Indra)**

R : Pagi dek, boleh minta waktunya sebentar ga?

S : Iya Miss boleh, pasti mau interview ya?

R : Iya dek. Miss Nisa mau tanya ni suka ga dek dengan aktivitas tadi?

S : Suka Miss.

R : Sukanya kenapa?

S : Soalnya bacaannya menarik banyak pilihannya Miss, jadi semangat bacanya.

R : Makasih ya dek infonya..

Interview 12**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Vera)**

R : Hey dek, mbak mau nanya-nanya bentar nih boleh kan?

S : Iya Miss boleh. Nama kamu siapa dek?

R : Vera Miss.

S : Vera, kamu menikmati bacaanmu tadi ga?

S : Ga terlalu sih Miss.

R : Lho kenapa dek?

S : Itu lho Miss, kosa katanya ada yang sulit, ga tahu artinya.

R : Ohh gitu ya, terus gimana dek cara kamu nemuin artinya?

S : Ya kalau tadi buka kamus Miss. Kadang juga tanya teman artinya kata-kata yang sulit Miss.

R : Ohh berarti harus dijelaskan lagi ya dan dikasih banyak latihan tentang menebak arti kata berdasarkan konteks?

S : Iya Miss perlu banget supaya kita lebih paham caranya Miss.

R : Oke dek makasih infonya ya..

Interview 13**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Kantin****R : Reseacher****S : Student (Bima)**

R : Pagi dek mbak boleh ga minta waktunya sebentar?

S : Iya mbak boleh kok, tapi ni sambil makan ya mbak.

R : Iya dek gapapa.

S : Mau tanya apa mbak?

R : Gimana dek pembelajaran hari ini?

S : Bagus Miss. (Great Miss!)

R : Seneng ga dek dengan aktivitas tadi?

S : Seneng Miss.

R : Oke makasih ya dek..

Interview 14**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Helga)**

R : Siang dek, Miss Nisa boleh ga minta waktunya sebentar mau nanya-nanya dikit nih.

S : Iya Miss, tanya apa Miss?

R : Gimana dek ada kesulitan ga tadi saat nulis summary?

S : Ada Miss.

R : Sulitnya gimana?

S : Nulisnya itu Miss susah, bingung nulisnya gimana, waktunya juga mepet tadi Miss.

R : Lho kok bingung, kan kalau nulis summary ditulis yang penting-penting aja dek, ga perlu panjang-panjang juga nulisnya.

S : Iya sih Miss. tadi kurang waktu juga jadinya belum selesai meringkasnya.

R : Iya dek makannya tadi terus dibuat PR kan biar bisa diselesaikan di rumah.

S : Iya Miss.

R : Makasih ya dek.

Interview 15**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (David)**

R : Dek mbak boleh minta waktunya sebentar ga?

S : Iya mbak bole kok.

R : Gimana dek menurutmu pembelajaran hari ini?

S : Bagus Miss.

R : Suka gak ma aktivitasnya?

S : Suka Miss, jadi kita gak bosan ma aktivitas ngerjain soal di LKS terus Miss! Sekali-kali maju presentasi bagus juga Miss!. Jadi aktivitasnya gak monoton Miss!

R : Oke makasih buat infonya ya dek.

Interview 16**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Fuad)**

R : Hey dek nama kamu siapa?

S : Fuad Miss.

R : Kok tadi adek ga maju presentasi dek?

S : Iya Miss. Tadi soalnya belum selesai Miss ngerjain ringkasannya, jadi gak maju Miss.

R : Kok belum pada selesai sih dek?

S : Iya Miss soalnya susah juga nulisnya, ditambah lagi waktunya terbatas.

R : Oke dek makasih infonya yaa.

Interview 17**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Sinta)**

R : Dek bisa nanya-nanya bentar ga?

S : Iya Miss silahkan aja.

R : Seneng gak dek kalau dikasih hadiah?

S : Seneng banget Miss!

R : Tapi harus aktif lho ya! Gak boleh males-malesan lagi!

S : Iya Miss beress..hadiahnya berupa apa Miss?

R : Nilai tambahan dek, jadi nanti yang aktif bakal dapat nilai tambahan!

S : Oke Miss! (Okay Miss!)

R : Makasih infonya ya dek..

Interview 18**Hari, Tanggal: Rabu, 15 Mei 2013****Tempat : Ruang Guru****R : Reseacher****ET : English Teacher**

R : Siang Bu, boleh minta waktunya sebentar?

ET : Iya mbak silahkan.

R : Begini Bu, mau tanya tentang pembelajaran tadi. Ini kan sudah ketiga kalinya saya mengajar. Bagaimana menurut Ibu apakah sudah ada peningkatan?

ET : Iya sudah ada mbak, siswa-siswa terlihat lebih paham. Indikator di RPP juga sudah mulai tercapai.

R : Terus hal apa yang perlu saya benahi Bu?

- ET : Kalau menurut saya, siswa harus lebih diberi latihan lagi tentang penerapan skimming dan scanning mbak agar mereka dapat dengan cepat menemukan informasi-informasi penting dalam teks. Jadi mereka tidak perlu membaca keseluruhan teks untuk dapat menemukan informasi yang mereka perlukan. Mereka juga perlu lagi diajarkan cara menebak arti kata berdasarkan konteks, agar mereka tidak setiap saat membuka kamus mbak ketika mereka menemui kata-kata sulit. Satu lagi mbak, ketika presentasi diusahakan agar siswa menggunakan bahasa inggris ketika presentasi. Karena salah satu tujuan dari ekstensive reading kan agar speaking siswa terimprove mbak. Mungkin saran-saran ini bisa menjadi masukan buat mbak agar bisa diterapkan lagi di Cycle 2.
- R : Baik Bu, makasih atas masukan-masukannya. Nanti saran-saran Ibu akan saya terapkan di Cycle 2.
- ET : Iya mbak sama-sama.

Pertemuan 1 Cycle 2

Interview 19

Hari, Tanggal: Kamis, 16 Mei 2013

Tempat : Ruang Kelas

R : Reseacher

S : Student (Puspo)

- R : Siang dek.
- S : Siang mbak.
- R : Mbak boleh minta waktunya sebentar ga dek?
- S : Iya mbak boleh kok. Pasti mau interview ya?
- R : Iya dek. Mau tanya soal pembelajaran hari ini. Menurut kamu gimana dek?
- S : Menyenangkan mbak!
- R : Menyenangkan gimana dek?
- S : Iya tadi sempet dikasih cerita naratif kan mbak, ceritanya banyak banget mbak, jadi bingung milihnya soalnya bagus-bagus ceritanya.
- R : Oohh.. iya sih dek. Terus tadi kan mbak udah ajarin lagi tentang skimming dan scanning ya dek? Peningkatan apa yang adek rasakan setelah kemarin menggunakan skimming dan scanning saat baca teks?
- S : Ya banyak Miss peningkatannya!.
- R : Peningkatannya gimana dek?
- S : Ya bisa lebih cepet aja kalau mencari informasi general dan specific Miss, soalnya udah terbiasa menggunakan strategi itu Miss. Terlebih lagi kita bisa efisien waktu Miss.
- R : Maksudnya efisien gimana dek?
- S : Ya kita kan gak perlu baca semua paragraf untuk menemukan informasi tersebut Miss.
- R : Terus waktu presentasi menggunakan bahasa inggris gimana dek?

- S : Ya gitu mbak, sebenarnya malu sih mbak takut kalau salah ngomong nanti diketawain temen-temen.
- R : Lho kan namanya belajar dek, kalau salah kan ya biasa. Tadi mbak bantu juga kan pas bingung mau ngungkapinnya.
- S : Iya sih mbak.
- R : Oke makasih ya dek.

Interview 20

Hari, Tanggal: Kamis, 16 Mei 2013

Tempat : Ruang Guru

R : Reseacher

ET : English Teacher

- R : Siang Bu, permisi boleh minta waktunya sebentar Bu?
- ET : Oya silahkan masuk mbak.
- R : Terimakasih Bu, ini mau tanya-tanya tentang pembelajaran hari ini Bu, menurut Ibu bagaimana?
- ET : Ya udah lumayan bagus sih mbak daripada cycle 1 kemarin. Siswa tadi udah berani mencoba memakai bahasa inggris ketika presentasi. Ya walaupun agak sedikit belepotan ngmongnya.
- R : Iya bu.. Terus bagaimana menurut Ibu penggunaan skimming dan scanning di cycle 2 ini Bu?
- ET : Ya sudah terlihat peningkatanya mbak. Mereka jadi lebih cepet kalau nemuin informasi umum dan informasi spesifik. Jadi mereka tidak perlu membaca seluruh teks untuk mendapatkan informasi yang mereka inginkan.
- R : Terus bagaimana dengan guessing meaning based on the context Bu? Apakah guessing meaning based on the context in sustained silent reading activity ini dapat membantu siswa membaca secara efisien Bu?
- ET : Sangat membantu Mbak! Menurut saya penggunaan strategi tersebut sangat membantu siswa membaca secara efisien.
- R : Jadi sudah ada peningkatan ya Bu?
- ET : Iya mbak sudah ada. (Yes, there was).
- R : Peningkatannya seperti apa Bu?
- E T : Menurut saya, ketika mereka menemui kata-kata sulit, mereka tidak lagi bergantung pada kamus, mereka cukup menebak kata-kata tersebut berdasarkan konteks. Disamping itu mereka juga bisa lebih menikmati bacaan mereka.
- R : Ohh.. makasih banyak ya Bu..
- ET : Iya mbak sama-sama. Mau langsung pulang nih mbak?
- R : Iya ini Bu.

*Pertemuan 2 Cycle 2***Interview 21****Hari, Tanggal: Jum'at, 17 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Dinda)**

R : Hallo dek, bisa minta waktunya sebentar ga? Mbak mau nanya-nanya nih..

S : Iya mbak silahkan, tapi pertanyaannya jangan yang sulit-sulit ya mbak.

R : Ga kok dek. Mbak Cuma mau nanya pembelajaran tadi kok. Seneng gak dengan kegiatan implementing book report tadi dek?

S : Seneng Miss.

R : Senengnya gimana dek?

S : Bacaannya menarik Miss, banyak banget pilihan bacaannya.

R : Semenjak mengenal kegiatan ekstensive reading jadi suka baca ga dek?

S : Iya Miss jadi suka baca, soalnya menambah wawasan kita Miss.

Interview 22**Hari, Tanggal: Jum'at, 17 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Doni)**

R : Hey dek nama kamu siapa?

S : Nurul Miss.

R : Tadi baca bacaan apa dek?

S : "The Old Woman and The Sparrow" Miss.

R : Bye the way, kata-katanya susah gak dek?

S : Ga juga sih Miss.

R : Berarti tadi bisa ya menebak kata sulit berdasarkan konteks?

S : Bisa Miss.

R : Menurutmu guessing meaning strategy membantu gak dalam kegiatan meBaca?

S : Sangat membantu Miss! Jadi kita gak perlu buka kamus setiap saat.

R : Jadi kosakata kamu sekarang bertambah banyak dong dek?

S : Iya Miss.

R : Hmm..oke dek. Terus tadi bacanya lancar gak dek?

S : Iya Miss lancar kok.

R : Gak menemukan hambatan lagi dek?

S : Gak Miss, so far so good Miss.

R : Oke makasih ya dek.

Interview 23**Hari, Tanggal: Jum'at, 17 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S1 : Student (Vita)****S2 : Student (Desi)**

R : Hey dek, boleh tanya-tanya ga?

S1, S2 : Boleh Miss, tanya aja asal pertanyaannya pake bahasa indonesia ya Miss.

R : Oya sebelumnya Miss pengen tahu nama kalian dulu. Namamu siapa?

S1 : Santi Miss.

R : Kalau kamu?

S2 : Dian Miss.

R : Oke deh. Miss mau nanya ni gimana tadi tugas kelompoknya dek?

S1, S2 : Udah jadi kok Miss.

R : Jadi suka ngerjain sendiri atau kelompokan dek?

S1 : Kelompok Miss!

R : Kenapa?

S2 : Soalnya jadi cepet aja Miss selesainya.

R : Yang bikin cepet apanya dek?

S1, S2 : Ya cepet Miss. Kan bisa bagi tugas sama anggota lain dalam grup Miss. Jadi cepet selesainya Miss.

R : Oke dek makasih ya..

Interview 24**Hari, Tanggal: Jum'at, 17 Mei 2013****Tempat : Ruang Guru****R : Reseacher****ET : English Teacher**

R : Bu, bagaimana pendapat Ibu tentang quick book report tadi?

ET : Menurut saaya kegiatan tadi bisa dikatakan berhasil mbak! Soalnya udah ada perubahan dari Cycle 1 ke Cycle 2 ini.

R : Perubahannya seperti apa Bu?

ET : Kelihatan sekali perbedaannya mbak, di Cycle 1 kemarin kan siswa meringkas secara individual jadi mereka lama sekali selesainya. Namun di Cycle 2 ini, ketika mereka meringkas, mereka bisa dengan cepat menyelesaikannya. Mereka juga terlihat kompak bekerja sama. Terlihat sekali ada pembagian tugas dalam grup mereka. Ketika siswa yang satu menulis, yang lainnya menggaris bawahi kalimat-kalimat penting, siswa yang lain memparaphrase kalimat yang ada, dan siswa yang lain membuat pertanyaan yang berhubungan dengan bacaan. Selain itu kegiatan ini juga membuat interaksi diantara mereka terjalin dengan baik

R : Jadi kegiatan ini bisa dikatakan berhasil ya Bu?

ET : Iya Mbak!

Pertemuan 3 Cycle 2**Interview 25****Hari, Tanggal: Rabu, 22 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Lusi)**

R : Pagi dek, mbak mau nanya-nanya sedikit nih boleh ga?

S : Iya mbak boleh aja, silahkan..

R : Tadi kan ada kegiatan presentasi ya dek. Nah menurut adek mending presentasi secara individual atau secara berkelompok dek?

S : Secara berkelompok mbak.

R : Kenapa dek?

S : Kalau presentasi secara berkelompok tu lebih PD mbak, mungkin karena banyak temannya ya mbak, terus kalau kita pas dapat pertanyaan yang susah kan kita bisa diskusi bareng temen biar dapat jawaban yang bener.

R : Jadi lebih suka kerja berkelompok ya dek daripada individu?

S : Iya mbak.

R : Oke makasih dek...

Interview 26**Hari, Tanggal: Rabu, 22 Mei 2013****Tempat : Ruang Kelas****R : Reseacher****S : Student (Dinda)**

R : Pagi dek...mau nanya-nanya nih..

S : Iya mbak tanya aja gapapa..

R : Oya nama kamu siapa?

S : Dinda Miss.

R : Gimana menurut kamu pelajaran hari ini dek?

S : Menyenangkan Miss!

R : Oya gimana tadi pas maju presentasi dek?

S : Lancar kok Miss!

R : Jadi gak ada hambatan ya dek?

S : Gak ada Miss, soalnya kan majunya berkelompok Miss, jadinya kalau pas ada pertanyaan-pertanyaan yang sulit kan bisa berdiskusi dengan teman satu kelompok Miss.

R : Berarti suka bekerja dalam grup ya daripada individu?

S : Iya Miss bener banget.

Interview 27**Hari, Tanggal: Rabu, 22 Mei 2013****Tempat : Ruang Guru****R : Reseacher****ET : English Teacher**

R : Siang Bu.

ET : Siang mbak. Mau interview ya?

R : Iya Bu.

ET : Oya sini mbak, silahkan masuk.

R : Terimakasih Bu, langsung saja ya bu, bagaimana pendapat Ibu tentang presentasi dalam grup tadi?

ET : Udah ada perubahan sih Mbak dari pada Cycle pertama ke Cycle II ini.

R : Perubahannya seperti apa Bu?

ET : Siswa jadi lebih aktif Mbak. Kalau pas Cycle pertama kan presentasinya secara individu ya Mbak, mungkin mereka kurang percaya diri mbak, sedikit banget soalnya siswa yang mau maju. Nah kalau di Cycle dua ini kan secara kelompok presentasinya, jadi mereka lebih percaya diri, bisa lebih kompak kerjasamanya Mbak. Kelihatan banget tadi ada pembagian tugas saat presentasi Mbak. Selain itu ketika mereka mendapat pertanyaan dan mereka bingung tentang jawabannya, mereka bisa berdiskusi dengan kelompok mereka Mbak, jadi disini kerjasama team juga terlihat.

R : Jadi presentasi secara kelompok bisa dikatakan berhasil ya Bu?

ET : Iya Mbak!.

R : Terus bagaimana dengan penggunaan “giving reward” Bu, apakah penggunaan “giving reward” ini cukup membantu siswa dalam kegiatan ekstensive reading?

ET : Iya Mbak sangat membantu!.

R : Dalam hal apa Bu?

ET : Ya siswa jadi aktif Mbak! Mereka juga terlihat sangat senang karena akan mendapat nilai tambahan. Mereka jadi termotivasi untuk maju presentasi Mbak!

R : Berarti sudah ada peningkatan ya Bu?

ET : Sudah Mbak.

R : Berarti penelitian saya di sini sudah cukup berhasil ya Bu?

ET : Alhamdulillah sudah mbak.

R : Terus apakah saya perlu menambah cycle lagi atau tidak Bu?

ET : Saya rasa ga perlu kok mbak. Ini aja udah cukup.

R : Berarti saya bisa mengakhiri di cycle ini ya Bu?

ET : Iya mbak.

R : Kalau begitu saya pamit dulu Bu, terimakasih banyak atas waktu dan bantuan Ibu.

ET : Iya mbak, sama-sama.

APPENDIX C

OBSERVATION CHECKLIST

Observational Guide Lines

Class : VIII C
 Semester : 2
 Cycle : 1
 Meeting : 1

No	Observed-aspects	Applications	
		Yes	No
1.	Kegiatan Awal :		
	• Apersepsi		
	• Guru menunjukkan contoh bacaan recount yang ada di buku.		
	• Menyampaikan tujuan pembelajaran.		
2.	Kegiatan Inti:		
	• Guru memberikan berbagai bacaan recount.		
	• Guru menjelaskan generic structure dan social function teks recount.		
	• Guru menjelaskan tentang ekstensive reading dan aktivitasnya.		
	• Guru menjelaskan tentang strategi skimming dan scanning.		
	• Guru memberikan latihan kepada siswa untuk menggunakan strategi skimming dan scanning.		
	• Guru menjelaskan tentang menebak kosakata berdasarkan konteks.		
	• Guru memberikan latihan kepada siswa untuk menebak kosakata berdasarkan konteks.		
	• Siswa melakukan kegiatan ekstensive reading.		
	• Guru menjelaskan cara menulis ringkasan.		
	• Guru memberikan soal-soal reading comprehension.		
	• Siswa mengerjakan latihan-latihan.		
	• Guru dan siswa membahas soal bersama.		
3.	Penutup:		
	• Guru memberikan kesempatan siswa untuk bertanya.		
	• Guru dan siswa menyimpulkan materi yang telah dipelajari.		
	• Guru memberikan tugas kepada siswa.		
	• Guru menutup pelajaran.		

Bantul,.....2013

Observer

Observational Guide Lines

Class : VIII C
 Semester : 2
 Cycle : 1
 Meeting : 2

No	Observed-aspects	Applications	
		Yes	No
1.	Kegiatan Awal:		
	• Apersepsi.		
	• Mereview materi sebelumnya.		
	• Menyampaikan tujuan pembelajaran.		
2.	Kegiatan Inti:		
	• Siswa mengadakan presentasi dan class discussion.		
	• Guru menjelaskan kembali cara menulis ringkasan.		
	• Guru menjelaskan kembali cara menggunakan strategi skimming dan scanning.		
	• Guru memberikan latihan memberikan latihan kepada siswa untuk menggunakan strategi skimming dan scanning.		
	• Guru menjelaskan kembali cara menebak kosakata berdasarkan konteks.		
	• Guru memberikan latihan kepada siswa untuk menebak kosakata berdasarkan konteks.		
	• Siswa melakukan kegiatan ekstensive reading.		
	• Siswa meringkas bacaan.		
	• Guru memberikan soal-soal reading comprehension.		
	• Siswa mengerjakan worksheet yang diberikan oleh guru.		
	• Guru dan siswa membahas worksheet bersama-sama.		
3.	Penutup:		
	• Guru memberikan kesempatan siswa untuk bertanya.		
	• Guru dan siswa menyimpulkan materi yang telah dipelajari.		
	• Guru memberikan tugas untuk siswa.		
	• Guru menutup pelajaran.		

Bantul,.....2013

Observer

Observational Guide Lines

Class : VIII C
 Semester : 2
 Cycle : 1
 Meeting : 3

No	Observed-Aspects	Applications	
		Yes	No
1.	Kegiatan Awal:		
	• Apersepsi		
	• Meriview materi yang telah dipelajari pada pertemuan sebelumnya.		
	• Menyampaikan tujuan pembelajaran.		
2.	Kegiatan Inti:		
	• Siswa mengadakan presentasi dan class discussion.		
	• Guru menjelaskan kembali cara menulis ringkasan.		
	• Guru menjelaskan kembali cara menggunakan strategi skimming dan scanning.		
	• Guru memberikan latihan memberikan latihan kepada siswa untuk menggunakan strategi skimming dan scanning.		
	• Guru menjelaskan kembali cara menebak kosakata berdasarkan konteks.		
	• Guru memberikan latihan kepada siswa untuk menebak kosakata berdasarkan konteks.		
	• Siswa mengadakan kegiatan ekstensive reading.		
	• Siswa meringkas bacaan.		
	• Guru memberikan soal-soal reading comprehension.		
	• Siswa mengerjakan worksheet yang diberikan oleh guru.		
	• Guru dan siswa membahas worksheet bersama-sama.		
3.	Kegiatan Penutup:		
	• Guru memberikan kesempatan siswa untuk bertanya.		
	• Guru dan siswa menyimpulkan materi yang telah dipelajari.		
	• Guru menutup pelajaran.		

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Observer

Observational Guide Lines

Class : VIII C
 Semester : 2
 Cycle : 2
 Meeting : 1

No	Observed-aspects	Applications	
		Yes	No
1.	Kegiatan Awal :		
	• Apersepsi		
	• Guru menunjukkan contoh bacaan naratif yang ada di buku.		
	• Menyampaikan tujuan pembelajaran.		
2.	Kegiatan Inti:		
	• Guru memberikan berbagai bacaan naratif.		
	• Guru menjelaskan generic structure dan social function teks naratif.		
	• Guru mengelompokkan siswa-siswa.		
	• Guru menjelaskan tentang ekstensive reading dan aktivitasnya.		
	• Guru menjelaskan tentang strategi skimming dan scanning.		
	• Guru memberikan latihan kepada siswa untuk menggunakan strategi skimming dan scanning.		
	• Guru menjelaskan tentang menebak kosakata berdasarkan konteks.		
	• Guru memberikan latihan kepada siswa untuk menebak kosakata berdasarkan konteks.		
	• Guru menjelaskan cara menulis ringkasan.		
	• Siswa melakukan kegiatan ekstensive reading.		
	• Siswa meringkas bacaan.		
	• Siswa mengadakan presentasi dan class discussion.		
	• Guru memberikan soal-soal reading comprehension.		
	• Siswa mengerjakan worksheet yang diberikan oleh guru.		
	• Guru dan siswa membahas soal bersama.		
3.	Penutup:		
	• Guru memberikan kesempatan siswa untuk bertanya.		
	• Guru dan siswa menyimpulkan materi yang telah dipelajari.		
	• Guru memberikan tugas kepada siswa.		
	• Guru menutup pelajaran.		

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Observer

Observational Guide Lines

Class : VIII C
 Semester : 2
 Cycle : 1
 Meeting : 2

No	Observed-aspects	Applications	
		Yes	No
1.	Kegiatan Awal:		
	• Apersepsi.		
	• Mereview materi sebelumnya.		
	• Menyampaikan tujuan pembelajaran.		
2.	Kegiatan Inti:		
	• Guru mengelompokkan siswa-siswa.		
	• Guru menjelaskan generic structure dan social function dari teks narrative.		
	• Guru menjelaskan tentang strategi skimming dan scanning.		
	• Guru memberikan latihan kepada siswa untuk menggunakan strategi skimming dan scanning.		
	• Guru menjelaskan tentang menebak kosakata berdasarkan konteks.		
	• Guru memberikan latihan kepada siswa untuk menebak kosakata berdasarkan konteks.		
	• Siswa melakukan kegiatan ekstensive reading.		
	• Siswa melakukan kegiatan ekstensive reading.		
	• Siswa meringkas bacaan.		
	• Guru memberikan soal-soal reading comprehension.		
	• Siswa mengerjakan worksheet yang diberikan oleh guru.		
	• Guru dan siswa membahas soal bersama.		
3.	Penutup:		
	• Guru memberikan kesempatan siswa untuk bertanya.		
	• Guru dan siswa menyimpulkan materi yang telah dipelajari.		
	• Guru memberikan tugas untuk siswa.		
	• Guru menutup pelajaran.		

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Observer

Observational Guide Lines

Class : VIII C
 Semester : 2
 Cycle : 2
 Meeting : 3

No	Observed-Aspects	Applications	
		Yes	No
1.	Kegiatan Awal:		
	• Apersepsi		
	• Mereview materi yang telah dipelajari pada pertemuan sebelumnya.		
	• Menyampaikan tujuan pembelajaran.		
2.	Kegiatan Inti:		
	• Guru mengelompokkan siswa-siswa.		
	• Guru menjelaskan tentang strategi skimming dan scanning.		
	• Guru memberikan latihan kepada siswa untuk menggunakan strategi skimming dan scanning.		
	• Guru menjelaskan tentang menebak kosakata berdasarkan konteks.		
	• Guru memberikan latihan kepada siswa untuk menebak kosakata berdasarkan konteks.		
	• Siswa mengadakan presentasi dan class discussion.		
	• Guru memberikan soal-soal reading comprehension.		
	• Siswa mengerjakan worksheet yang diberikan oleh guru.		
	• Guru dan siswa membahas worksheet bersama-sama.		
3.	Kegiatan Penutup:		
	• Guru memberikan kesempatan siswa untuk bertanya.		
	• Guru dan siswa menyimpulkan materi yang telah dielajari.		
	• Guru menutup pelajaran.		

Bantul,.....2013

Observer

APPENDIX D

READING COMPREHENSION

TEST

Choose the best answer by crossing a,b,c,or,d!

Question number 1-4

When I was a kid, I used to play hide and seek with my friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees.

We usually played until late at night. One night, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to have a bath at the river, but never at night! In the dark, everything looked something tickling my feet. I was struggling to get out, but my feet were trapped in the mud.

Thank God, a friend finally came and helped me. He then called to the others and I was saved.

1. Why was the writer scared when he fell into the river?
 - a. He/she had never been to the river before.
 - b. He/she found the river was very deep.
 - c. He/she had never been to the river at night.
 - d. He/she didn't like the water.
2. "He then called to the others, and I was saved." (Last sentence). Who does the word 'other' refer to?
 - a. The writer.
 - b. The writer's family.
 - c. The writer's friends.
 - d. The writer's parents.
3. What is the moral value of the text?
 - a. We had to obey our parents.
 - b. Do not play dangerous game!
 - c. We had to be carefull whenever we are.
 - d. We had to pray to the God.
4. What is the purpose of the text?
 - a. To tell events for the purpose of informing the readers.
 - b. To describe particular person.
 - c. To retell the writer's past experience.
 - d. To entertain the readers.

Question number 5-6

I had a really bad experience last Tuesday. That evening, I saw some mangoes on the table. I was happy because I really like the fruit. I peeled one and ate greedily. I peeled another two. My mother had advised me not to do so, but I said that I would be just fine.

Then next morning, I went to school. The first class was math and I had a test. During the test, I suddenly felt my stomach ache. I tried to control it and finish my test. However, I couldn't. I had to go to the toilet. I went three times. Because of my awkward behavior, my teacher thought that I had been cheating. I explained what happened. He understood. However, the test time was almost over and I certainly couldn't finish it. Luckily, the teacher understood and gave me a chance to do a remedial test the following day. Oh, what a pity! I felt regretful, not listening to my mother's advice.

5. What does the text tell you about?
 - a. The writer's nice experience.
 - b. The writer's amusing experience.
 - c. The writer's funny experience.
 - d. The writer's bad experience.
6. The statements are true, EXCEPT....
 - a. The writer couldn't finish his test.
 - b. The teacher gave him a remedial test.
 - c. The writer went to the toilet twice during the test.
 - d. The teacher thought the writer cheated during the test.

Questions number 7-8

When I was a little boy, I used to climb trees. I usually climbed the trees near the farmland in my village.

One day, I climbed a mango tree. I climbed vigorously and picked a few mangoes. However, terrible things happened when I saw a chameleon in front of me. I was so shocked that I didn't grip the tree properly and fell off.

Fortunately, the tree was not too tall. However, my right leg was badly sprained. Soon, my neighbors came to help me. They took me to my house. I had message and some treatment for my leg. It was really hurt.

7. What is the main idea of paragraph 1?
- The writer's hobby when he was a kid.
 - Climbing a mango tree.
 - The writer's leg was sprained.
 - The writer's bad experience.
8. "However, terrible things happened when I saw a chameleon in front of me." (Paragraph 2). The underlined word is similar to...
- Glad
 - Grateful
 - Horrible.
 - Amazing.

Questions number 9-12

A frog was hopping around a farmyard, when it decided to investigate the barn. Being somewhat careless, and maybe a little too curious, he ended up falling into a pail half-filled with fresh milk.

As he swam about attempting to reach the top of the pail, he found that the sides of the pail were too high and steep to reach. He tried to stretch his back legs to push off the bottom of the pail but found it too deep. This frog was determined not to give up and he continued to struggle.

He kicked and squirmed and kicked and squirmed, until at last, all his churning about in the milk had turned the milk into a big hunk of butter. The butter was now solid enough for him to climb onto and get out of the pail!

Adapted from: <http://allaboutfrogs.org/stories/butter.html>

9. What is the story about?
- A farmyard where a frog lived.
 - A brave and cautious frog.
 - A frog and farmyard's owner.
 - A frog falling into a pail containing fresh milk.
10. How did the milk in the pail turn into butter?
- The frog kicked and squirmed the milk.
 - The frog stretched his back legs.
 - The owner put something into the milk.
 - The frog stayed still in the milk.

11. The statements are true, EXCEPT...
- The frog fell into a pail because he was careless.
 - The frog reach the top of the pail because it was too high.
 - The milk turned into a big hunk of butter.
 - The frog could get out from the pail because he kicked and stretch his back legs of the bottom of the pail.
12. What moral value can you learn from the story?
- We must stay humble.
 - We should never give up.
 - We should not hurt others.
 - We must do good things to others.

Questions number 13-15

One day a boy woke up with the feeling that the day was going to be an unlucky day for him. He found that it was already 6:50 a.m., so he rushed into the bathroom. In a hurry he did not see a piece of soap lying on the floor. He stepped on it and slipped.

Then, he went into the dining room for his breakfast. He gulped down the tea without realizing that it was so hot that it burned his tongue. Later he got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

13. "He gulped down the tea without realizing that it was so hot . . ."
- (Paragraph 2). The word 'it's refers to....
- The boy's tongue
 - The toast
 - The tea
 - The coffee
14. What happened to the boy when he ate his breakfast?
- His breakfast was not-ready yet.
 - He did not prepare it.
 - He burned his toast.
 - He burned his tongue.

15. What time did the boy wake up?
- a. Ten to six in the morning.
 - b. Ten past six in the morning.
 - c. Ten to seven in the morning.
 - d. Ten past seven in the morning.

Questions number 16-20

Once, a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day and lived in the house with him. He did not work, but was allowed to sit on his master's lap. The donkey grew jealous of the lapdog.

"Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog." So the donkey waited for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the house equipment from the table. He then started jumping around and frolicking like a little dog, and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable and gave him a beating he did not forget for the rest of his life.

16. What made the donkey jealous of the dog?
- a. The halter that he had to wear.
 - b. The beating that he had.
 - c. The farmer's attention to the dog.
 - d. The chance to stay inside the house.
17. He did not work, but was allowed to sit on his master's lap. (Paragraph 1).
The word 'he' refers to...
- a. Donkey
 - b. Lapdog
 - c. The master
 - d. The farmer

18. What we can learn from the text?
- a. It is good to share things with others.
 - b. It is not good to help others.
 - c. It is not good to be envious of others.
 - d. It is good to keep your promise.
19. "The donkey grew jealous of the lapdog." (Paragraph 1). The underlined word is similar to...
- a. Generous
 - b. Envy
 - c. Frightened.
 - d. Humorous.
20. What is the purpose of the text?
- a. To retell events for the purpose of informing the readers.
 - b. To describe particular person.
 - c. To explain the purpose involved
 - d. To entertain the readers.

Questions number 21-22

We are used to travelling by air, but only on one occasion we felt frightened. After taking off, we flew low over the city. The plane slowly went skywards.

Suddenly it turned round and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly, as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was worried and we grew curious about what was happening.

Later we learned that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

21. Why did the plane fly back to the airport?
- a. The pilot was afraid of bomb.
 - b. The pilot forgot about something.
 - c. The passengers were frightened.
 - d. Police suspected that there was a bomb on the plane.

22. "Fortunately, they didn't find a bomb..." (Paragraph 3). Who does the word 'they' refer to?
- a. The police.
 - b. The pilots.
 - c. The air-hostesses.
 - d. The important persons.

Question number 23-26

Wolfgang Amadeus Mozart was a great composer of classical era. He was born in Salzburg, Austria on January 27, 1756.

Mozart showed an extraordinary ability in music. He was competent at playing piano, harpsichord and violin. He composed his own music at the age 5. At the age 6, he and his elder sister, Maria Anna, performed a series of concert to some cities. As a child Mozart toured Europe with his dad and sister for three years. He played for the rich, royalty and public. Mozart continued to write great music and performed opera for small audiences.

Mozart later chose to settle and develop his career in Vienna. He married Constanze Weber and had six children, of whom only two survived infancy. Mozart died of an illness in December 1791.

Taken from: <http://www.biographyshelf.com/wolfgang-amadeus-mozart-biography.html>

23. What is the main idea of paragraph 2?
- a. Mozart was great composer.
 - b. Mozart had an extraordinary ability in music.
 - c. Mozart was competent at playing piano, harpschord, and violin.
 - d. Mozart, his dad, and his sister toured Europe for three years.
24. How old was Mozart when he died?
- a. 34 years old.
 - b. 36 years old.
 - c. 35 years old.
 - d. 37 years old.

25. Which statement is NOT TRUE based on the text?
- a. Mozart started to compose music in 1761.
 - b. Mozart could play piano, harpsichord and violin.
 - c. Mozart lived in Vienna with his wife for three years.
 - d. Mozart and his sister performed concerts to some cities when he was 6.
26. "Mozart later chose to settle and develop his career in Vienna." (Paragraph 3). The underlined word is similar to...
- a. Stay
 - b. Study
 - c. Work.
 - d. Leave

Qestion number 27-28

There were a king and a queen who wished for a child. Then, a daughter was born and named Aurora. Soon after she was born, the King held a feast. Everyone was invited and felt joyful. King Hubert and his son, Prince Phillip were also invited.

There were also three good fairies, Flora, Fauna and Merryweather, who blessed the newborn infant princess at the feast. Flora and Fauna gave the infant princess the gifts of beauty and song, respectively. However, after Fauna gave her gift, the evil fairy Maleficent arrived. She was angry because she wasn't invited to the feast. As a result, Maleficent, on Aurora's sixteenth birthday, she would prick her finger on the spindle of a spinning wheel and die.

Maleficent disappeared, leaving everyone in shock and horrified. Merryweather, who had not yet given her gift, could not lift the curse, but she could soften it. Instead of death, she would cure teh situation by placing Aurora on a sleeping spell. She could only awake by a true love's kiss.

Adapted from: http://www.disney.wikia.com/wiki/Princess_Aurora

27. "Maleficent disappeared, leaving everyone in shock and horrified." (Paragraph 3). The underlined word is similar to...
- a. Sleep
 - b. Vanish
 - c. Curse
 - d. Awake

28. Which statements is NOT TRUE based on the text?
- The king and his wife had a child named Aurora.
 - The king and his wife invited four good fairies.
 - Aurora would prick her finger on the spindle of the spinning wheel on her sixteenth birthday.
 - Aurora could only awake from her curse by a true love's kiss.

Questions number 29-31

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away. They talked about it for a long time and at last they set off to see the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "We must be nearly there. Can you see the city?". "No," said the other frog, "but if I climb on your back I might be able to see it." So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind, and not what was in front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village." Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

29. What is the text about?
- Two frogs which enjoyed living in a village.
 - Two frogs which wished to see a big city.
 - Two frogs which had lived in a city for years.
 - Two frogs which always helped one another.
30. Why did one of the frogs climb on the other's back?
- Because the frogs felt tired.
 - Because it was a hot day.
 - Because they want to help each other.
 - Because they want to see the city.

31. The statements are true, EXCEPT...

- a. The frogs wanted to see the big city.
- b. The frogs left the city in the evening.
- c. The frogs climbed on the other back to see the city.
- d. The city seemed like their village.

Question number 32-36

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop futher and futher away.

Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

Source: English in Focus 2008

32. She fluttered on to the path in the woods, and lay there,

She refers to

- a. The hen
- b. The duck
- c. The dove
- d. The swan

33. What did the fox think when he found the dove?
- The fox thought that he had to run.
 - The fox thought that he had better go back.
 - The fox thought he had a first course.
 - The fox thought that he had to boil water.
34. What is the main idea of paragraph 3?
- The hen put down the sack with the stone.
 - The frog hop and chased the dove.
 - The dove pretended to have a broke wing in order to help hen.
 - The frog wanted the dove to be his main dish.
35. "...whobegan cleverly to hopfurther and further away." (Paragraph 3). The underlined word is similar to...
- Run
 - Jump
 - Sweep
 - Work
36. The statements are true, EXCEPT...
- The fog sight the Redfeathers in the farmyard.
 - The Redfeathers snapped up herself inside a sack.
 - The Redfeathers fluttered on the path in the woods, pretended to have a broken wing.
 - The Redfeathers slipped out of the sack and put a stone in her place.

Question number 37-40

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Source: English in Focus 2008

37. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely.
 - b. They treated him very badly.
 - c. They treated him like a child.
 - d. They treated him very carefully.
38. How did the old grandfather feel about his son's and his son's wife's behaviour toward him?
 - a. He felt very sad about it.
 - b. He felt satisfied about it.
 - c. He was really angry with them.
 - d. He was always complaining about it.
39. What does the word "they" in paragraph 5 sentence 2 refer to?
 - a. The man and the grandson.
 - b. The man and the woman.
 - c. The woman and the grandson.
 - d. The man and the grandfather.
40. What is the moral value of the story?
 - a. We have to love our parents.
 - b. We have to apologize other's mistake.
 - c. We should be honest.
 - d. We must tell the truth.

APPENDIX E
STUDENTS' SCORE

Students' Scores on Pre-Test and Post-Test

No.	Name	Pre-test	Post-test
1.	Laisa	6.25	8.25
2.	Syifa	7.00	8.00
3.	Desyna	6.75	8.00
4.	Niken	6.00	7.75
5.	Vivi	7.25	8.00
6.	Anis	6.00	7.00
7.	Edwin	7.00	8.75
8.	Herlyn	7.75	9.25
9.	Arba	7.00	8.50
10.	Santira	5.75	7.00
11.	Leny	7.00	8.00
12.	Keny	6.75	8.25
13.	Almas	7.00	8.75
14.	Deny	6.25	7.75
15.	Wisnu	7.00	8.00
16.	Hendy	5.75	7.00
17.	Reyhan	6.00	8.50
18.	Andi	7.75	9.00
19.	Edi	7.25	8.50
20.	M. Teguh	5.50	6.50
21.	M. Amora	6.00	7.50
22.	Desty	7.25	8.50
23.	Marco	6.00	7.00
24.	Ihza	7.50	9.00
25.	Festy	7.25	8.50
26.	Yusuf	6.00	7.25
27.	Indra	7.00	8.25
28.	Nabila	6.25	8.00
29.	Fida	7.25	8.75

APPENDIX F

SPSS ANALYSIS

T-TEST PAIRS=P1 WITH P2 (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	p1	6.7759	29	.64207	.11923
	p2	8.0517	29	.70197	.13035

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	p1 & p2	29	.903	.000

Paired Samples Test

		Paired Differences					df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	p1-p2	-1.27586	.30137	.05596	-1.39050	-1.16123	-22.798	.000

APPENDIX G

COURSE GRID & LESSON PLANS

**COURSE GRID OD IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH
EKSTENSIVE READING AT THE EIGHT GRADE OF SMP N 2 BANTUL**

Cycle	Standard Competence	Basic Competence	Indicators	Language Features	Learning Activities	Time
I(1st meeting)	11. Understanding the meaning of simple essay text in the form of <i>recount</i> to interact with the surroundings.	11.3 Responding the meaning and rhetoric steps in the form of simple essay texts accurately, fluently, and acceptably relating in to the surrounding in the form of <i>recount text</i> .	<p>1. Students are able to find to topic and main idea.</p> <p>2. Students are able to identify the language features of the text.</p> <p>3. Students are able to make a list of events based on the chronological order.</p> <p>4. Students are able to complete the sentence with the suitable words.</p> <p>5. Students are able to find the moral value in the text.</p>	<p>1. Using action verb/past tense e.g. The pilot <u>greeted</u> all passengers.</p> <p>2. Using temporal conjunction e.g. <u>Then</u>, I opened my eyes and figured out that everything was alright.</p> <p>3. Using linking verb e.g. I <u>was</u> so excited.</p> <p>4. Using features including <u>who</u>, <u>where</u>, <u>when</u>, <u>why</u>, <u>noun</u> or <u>pronoun</u>. e.g. I, in <u>Jakarta</u>, <u>last month</u>, a <u>magazine</u>.</p>	<p>1. BKOF a. Introducing and exploring the text by using book flood activity.</p> <p>2. MOT a. Explaining the reading strategies, generic structure, identify topic, and important information.</p> <p>3. JCOT a. Implementing sustained silent reading. b. Finding general and specific information. c. Guessing unfamiliar words based on the context.</p> <p>4. ICOT a. Doing the task individually.</p> <p>5. LRT a. Finding recount text and making the summary.</p>	2x40'

I(2nd meeting)	11. Understanding the meaning of simple essay text in the form of recount to interact with the surroundings.	11.3 Responding the meaning and rhetoric steps in the form of simple essay texts accurately, fluently, and acceptably relating to the surrounding in the form of recount.text.	<p>1.Students are able to find to topic and main idea.</p> <p>2.Students are able to identify the language features of the text.</p> <p>3.Students are able to find meaning of vocabulary related to the text.</p> <p>4.Students are able to complete the sentence with the suitable words.</p> <p>5.Students are able to find the moral value in the text.</p>	<p>1.Using action verb/past tense e.g.I <u>took</u> many extra-curricular activities</p> <p>2.Using temporal conjunction e.g. <u>After</u> I finished reading the article from the magazine.</p> <p>3. Using linking verb e.g. I <u>was</u> capable to control my emotions.</p> <p>4.Using features including who, where, when, why, noun or pronoun. e.g. <u>I</u>, <u>at school</u>, <u>last night</u>, <u>a book</u>.</p>	<p>1. BKOF a. Introducing and exploring the text by using book flood activity.</p> <p>2. MOT a. Explaining the reading strategies, generic structure, indentify topic, and important information.</p> <p>3. JCOT a. Implementing sustained silent reading. b. Finding general and specific information. c. Guessing unfamiliar words based on the context.</p> <p>4. ICOT a. Doing the task individually.</p> <p>5. LRT a. Finding recount text and making the summary.</p>	2x40'
I(3rd meeting)	11. Understanding the meaning of simple essay text in the form of recount to interact with the surroundings.	11.3 Responding the meaning and rhetoric steps in the form of simple essay texts accurately, fluently, and acceptably relating to the surrounding in the form of recount.text.	<p>1.Students are able to find to topic and main idea.</p> <p>2.Students are able to identify the language features of the text.</p>	<p>1.Using action verb/past tense. e.g. She <u>wanted</u> to buy something in traditional market.</p> <p>2.Using temporal conjunction e.g. <u>Moreover</u>, we</p>	<p>1. BKOF a. Introducing and exploring the text by using book flood activity.</p> <p>2. MOT a. Explaining the reading strategies, generic structure, indentify topic,</p>	2x40'

		the form of recount.text.	text. 3.Students are able to find synonym and its meaning based on the text. 4.Students are able to make a list of events based on the chronological order. 5.Students are able to find the moral value in the text.	had long public holiday, so we could enjoy the "gift" happily. 3.Using linking verb e.g. It <u>was</u> also valid for two persons 4.Using features including who, where, when, why, noun or pronoun. e.g. I, in traditional market, last saturday, a gift.	and important 2information. 3. JCOT a. Implementing sustained silent reading. b. Finding general and specific information. c. Guessing unfamiliar words based on the context. 4. ICOT a. Doing the task individually. 5. LRT a. Finding recount text and making the summary.	
2(1st meeting)	11. Understanding the meaning of simple essay text in the form of recount to interact with the surroundings.	11.3 Responding the meaning and rhetoric steps in the form of simple essay texts accurately, fluently, and acceptably relating to the surrounding in the form of narrative.text.	1.Students are able to find to topic and main idea. 2.Students are able to identify the language features of the text. 3.Students are able to find meaning of vocabulary related to the text. 4.Students are	1.Using simple past tense: S+to be/V2+Object (was, were, had, slept, broke) 2.Using Adverb of time: Once upon a time, one day, etc.	1. BKOF a. Introducing and exploring the text by using book flood activity. 2. MOT a. Explaining the reading strategies, generic structure, indentify topic, and important information. 3. JCOT a. Implementing sustained silent reading. b. Finding general and specific information. c. Guessing unfamiliar	2x40'

			able to complete the sentence with the suitable words. 5.Students are able to find the moral value in the text.			words based on the context. 4. ICOT a. Doing the task individually. 5. LRT a. Finding recount text and making the summary	2x40'
2(2nd meeting)	11.Understanding the meaning of simple essay text in the form of recount to interact with the surroundings.	11.3 Responding the meaning and rhetoric steps in the form of simple essay texts accurately, fluently, and acceptably relating to the surrounding in the form of narrative.text.	1.Students are able to find to topic and main idea. 2.Students are able to identify the language features of the text. 3.Students are able to find the moral value in the text.	1.Using simple past tense: S+to be/V2+Object (was, were, had, called, decided) 2.Using Adverb of time: Once upon a time, one day, etc.	1. BKOF a. Introducing and exploring the text by using book flood activity. 2. MOT a. Explaining the reading strategies, generic structure, indentify topic, and important information. 3. JCOT a. Implementing sustained silent reading. b. Finding general and specific information. c. Guessing unfamiliar words based on the context. 4. ICOT a. Doing the task individually. 5. LRT a. Finding recount text and making the summary.		

2(3rd meeting)	11. Understanding the meaning of simple essay text in the form of recount to interact with the surroundings.	11.3 Responding the meaning and rhetoric steps in the form of simple essay texts accurately, fluently, and acceptably relating to the surrounding in the form of narrative text.	1. Students are able to find to topic and main idea. 2. Students are able to identify the language features of the text. 3. Students are able to find meaning of vocabulary related to the text. 4. Students are able to find the moral value in the text.	1. Using simple past tense: S+to be/V2+Object (was, were, had, saw, arose). 2. Using Adverb of time: Once upon a time, one day, etc.	1. BKOF a. Introducing and exploring the text by using book flood activity. 2. MOT a. Explaining the reading strategies, generic structure, identify topic, and important information. 3. JCOT a. Implementing sustained silent reading. b. Finding general and specific information. c. Guessing unfamiliar words based on the context. 4. ICOT a. Doing the task individually. 5. LRT a. Finding recount text and making the summary.	2x40'
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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 2 Bantul
Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Jenis Teks	: Recount
Skills	: Reading
Waktu	: 2 x 40 menit

A. Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

C. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran, siswa dapat menemukan informasi kebahasaan dan non kebahasaan teks berbentuk narrative secara rinci.

D. Indikator:

1. Menemukan gagasan utama dalam teks recount.
2. Menentukan sinonim dalam bacaan teks recount.
3. Melengkapi kalimat dengan kata-kata yang ada dalam tabel.
4. Melengkapi informasi dalam tabel.
5. Menentukan moral value yg terdapat dalam teks recount.

E. Materi Pembelajaran

Teks Report: "Going by Plane for the First Time".
Kosa kata terkait teks

F. Metode Pembelajaran

Text-based (BKOF, MOT, JCOT, dan ICOT)

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal

- a. Salam dan bertegur sapa.
- b. Berdoa.
- c. Mengecek kehadiran siswa.

2. Kegiatan Inti

a. BKOF

- 1) Guru bertanya jawab tentang topik yang akan dibahas.
- 2) Guru menunjukkan contoh bacaan recount yang ada di buku.
- 3) Guru menyampaikan tujuan pembelajaran.

b. MOT

- 1) Guru memberikan berbagai bacaan recount.
- 2) Guru menjelaskan generic structure dan social function teks recount.
- 3) Guru menjelaskan tentang ekstensive reading dan aktivitasnya.
- 4) Guru menjelaskan tentang strategi skimming dan scanning.
- 5) Guru menjelaskan tentang menebak kosakata berdasarkan konteks.
- 6) Guru menjelaskan cara menulis ringkasan.

c. JCOT

- 1) Guru membagikan teks recount.
- 2) Siswa mengerjakan latihan agar menggunakan strategi skimming dan scanning.
- 3) Siswa mengerjakan latihan untuk menebak kosakata berdasarkan konteks.
- 4) Siswa mencari kata-kata sulit yang ada didalam bacaan secara berkelompok.
- 5) Siswa melakukan kegiatan ekstensive reading.
- 6) Siswa menulis ringkasan

d. ICOT

- 1) Guru memberikan soal-soal reading comprehension.
- 2) Siswa mengerjakan worksheet yang diberikan oleh guru secara individual.
- 3) Guru dan siswa membahas soal bersama.

3. Kegiatan Penutup

- a. Guru memberikan kesempatan siswa untuk bertanya.
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan tugas kepada siswa.
- d. Guru menutup pertemuan.

H. Penilaian

- Teknik : written
- Bentuk : essay, completing tabel, fill in the blank, essay.
- Instrument : terlampir
- Rubrik Penilaian

Bentuk	Penilaian	Score
Written	Essay	1 number: 1
	Completing tabel	1 number: 1
	Fill in the blank	1 number: 1
	Essay.	1 number: 1

Bantul, 1 April 2013

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Siti Zumaroh, S. Pd.
NIP. 19660416 198703 2 009

Anisa Puspita Hapsari
NIM. 082241018

LAMPIRAN**A. Read the following text!****Going by Plane for the First Time**

Last month my uncle who lived in Jakarta took me there on a vacation. When he told me that we would be going by plane, I was so excited. I told my family and friends that I would be flying. Is there anyone of you going by plane? How was your feeling on your first flight? Excited or scared? Well, I felt both.

Finally, the day came. I was already at the airport with my uncle. There were also my parents who saw us off. We checked in one and half hours before boarding time. After waiting for an hour, we were instructed to go on board. The beautiful and friendly flight attendants welcomed us. Shortly, I found my seat. It was in the middle and near a window. After putting on my safety belt, I looked out of the window. There were some ground officers making preparation for the plane take off.

A few minutes later, I heard the sound of the plane's engines which the plane was about to take off. Then, the pilot greeted all passengers and flight attendants explained to us about safety procedures. Did you know? The engine sound was so loud that made me tremble. Yeah, I started feeling scared. I just remembered a number of recent plane accidents. My uncle noticed and asked me to relax and pray for our safety. When the plane was gradually climbing, I closed my eyes and prayed.

Then, I opened my eyes and figured out that everything was alright. I felt relieved and calm. I tried to look out trough the window next to me. Oh my God, I had already been thousands of feet above the ground. I saw everything below look tiny. It was amazing!

The plane landed safety at Soekarno-Hatta Airport two hours later. You know, I felt scared at the beginning, but at the end I really enjoyed my flight. What an unforgettable experience for me!

B. Answer the following questions!

1. What is the text about?
2. How was the writer's feeling when he was going by plane for the first time?
3. What did the writer do before taking off?
4. Why did the writer feel scared after taking off?
5. What did the writer do when the plane was gradually climbing?
6. What is the purpose of the text above?
7. How did the story end?

C. Make a list of events from the text based on the chronological order.

No.	Time Sequence	Events

D. Complete the text with the correct words from the box.

- | | | | |
|---------------|-------------|----------------|---------------|
| a. exhausting | b. brighter | c. bus station | d. journey |
| e. riding | f. morning | g. trembling | h. speechless |
| i. irregular | j. scenery | k. winding | l. descended |

How was your last holiday? Did you have a great time? I did. Last holiday I went to Mount Bromo with my family and relatives, by bus. It was very early morning, around 4 a.m. When our bus arrived at a small (1).....near Mount Bromo's area. The weather was freezing that we were

(2).....although we had already worn gloves, thick sweaters, shoes, scarves, masks and hats.

To reach Mount Bromo we had to board a mini van first. It took around 45 minutes. The road was (3).....and obscurely, we saw the ravines on the right side of the road.

From the mini van stop, we had to reach a good spot to see the sunrise. It was hard and exhausting since we walked through sand and the path was (4)..... However, when we finally witnessed the shining golden ball apparing from a mountain and the surrounding becoming (5).....our tiredness disappeared. It was so beautiful that we forgot the long and tiring (6).....we had been trough. We took some photographs. When the day was fully bright, we (7).....down the hill to continue our journey to the peak of Mount Bromo.

Again we boarded the similar mini van to the jeep stop. We had to board a jeep to get closer to Mount Bromo. Around forty minutes later we arrived at a wide sand plateau. The jeep could only take us to half way. We had to continue the rest of the way on foot or by (8).....a horse. My cousins and I chose to walk. We walked through the sand area as far as two kilometers or more, I guess. It was a trifle (9).....that we had to stop many times before reaching the peak. When we got there, I could see the scenery surrounding the mountain from above. I was (10).....It was truly magnificent!

E. Answer the following questions!

1. What is the text about?
2. Who did the writer visit Mount Bromo with?
3. How was the weather in Mount Bromo's area?
4. How did the weather and his/her group get to the sunrise spot?
5. What did they see on the right side of the roas on their way to see the sunrise?
6. What is the main idea of paragraph 3?
7. How many times did they board a mini van?
8. Why was the writer speechless?
9. How was the ending of the story?
10. What is the purpose of the text?

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 2 Bantul
Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Jenis Teks	: Recount
Skills	: Reading
Waktu	: 2 x 40 menit

A. Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

C. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran, siswa dapat menemukan informasi kebahasaan dan non kebahasaan teks berbentuk narrative secara rinci.

D. Indikator:

1. Menemukan topik dan gagasan utama dalam teks recount.
2. Menentukan sinonim dalam bacaan teks recount.
3. Melengkapi kalimat dengan kata-kata yang ada dalam tabel.
4. Menentukan moral value yg terdapat dalam teks recount.

E. Materi Pembelajaran

Teks Report: "My Adolescence" dan "My Personal Experience"
Kosa kata terkait teks

F. Metode Pembelajaran

Text-based (BKOF, MOT, JCOT, dan ICOT)

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal

- a. Salam dan bertegur sapa.
- b. Berdoa.
- c. Mengecek kehadiran siswa.
- d. Mengulang kembali apa yang sudah dipelajari pada pertemuan sebelumnya.

2. Kegiatan Inti

a. BKOF

- 1) Guru bertanya jawab tentang topik yang akan dibahas.
- 2) Guru menunjukkan berbagai contoh bahan bacaan recount yang ada di buku, bacaan dan internet, dll.
- 3) Guru menyampaikan tujuan pembelajaran.

b. MOT

- 1) Guru menjelaskan kembali cara menggunakan strategi skimming dan scanning.
- 2) Guru menjelaskan kembali cara menebak kosa kata berdasarkan konteks.
- 3) Guru menjelaskan kembalicara menulis ringkasan.

c. JCOT

- 1) Siswa melakukan kegiatan presentasi dan diskusi kelas.
- 2) Siswa mengerjakan latihan agar menggunakan strategi skimming dan scanning.
- 3) Siswa mengerjakan latihan untuk menebak kosakata berdasarkan konteks.
- 4) Siswa melakukan kegiatan ekstensive reading.
- 5) Siswa menulis ringkasan.

d. ICOT

- 1) Guru soal-soal reading comprehension.
- 2) Siswa mengerjakan worksheet yang diberikan oleh guru secara individual.
- 3) Guru dan siswa membahas worksheet yang dikerjakan siswa.

3. Kegiatan Penutup

- a. Guru memberikan kesempatan siswa untuk bertanya.
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan tugas kepada siswa.
- d. Guru menutup pertemuan.

H. Penilaian

- Teknik : *written*
- Bentuk : *matching, essay, fill in the blank, true false, essay.*
- Instrument : terlampir
- Rubrik Penilaian

Bentuk	Penilaian	Score
Written	Matching	1 number: 1
	Essay	1 number: 1
	Fill in the blank	1 number: 1
	True false	1 number: 1
	Essay	1 number: 1

Mengetahui,
Guru Mata Pelajaran

Siti Zumaroh, S.Pd

NIP. 19570421 197802 2001

Bantul, 1 April 2013

Mahasiswa

Anisa Puspita Hapsari

NIM. 082241018

A. Read the following text.

My Adolescence

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time and I was an adolescent. I felt very emotional about everything and my behaviour changed too. I tried to learn more about myself. I tried to discover what I wanted to do, become more responsible for the decision that I took, and try to be what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was capable to control my emotions and to have a place where I could express my creativity and my interest in positive ways.

(Taken from "English in Focus"2008)

B. Match the words in column A with their meanings in column B.

A	B
1. adolescence	a. obtained; memorised
2. behaviour	b. to think hard
3. adolescent	c. teenager
4. reliable	d. distract; disturb
5. capable	e. teens
6. concentrate	f. skillful; qualified
7. learned	g. obligation to do something
8. interest	h. trustworthy
9. divert	i. conduct; manner
10. responsible	j. attraction; concern

C. Answer the following questions!

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. What extra curricular activities did the writer take?
8. When did the writer spend the days with his family?
9. Did the writer benefit from the activities?
10. What is the purpose of the text?

D. Complete each sentence below with the correct word from the box.

adolescence	behaviour	adolescent	reliable	capable
concentrate	learned	interest	divert	responsible

1. My parents gave me ato clean my room every day.
2.is the hardest time for me, because I always feel clumsy and awkward.
3. She is annow. Therefore she has to learn to be a grown up.
4. I joined a football club to..... my emotions during teenage time.
5. He is not a cheerful person. He doesn't have anytowards anything.
6. People consider him aperson. He is very trustworthy.
7. At school, Iabout knowledge and also how to socialize.
8. When interacting with an older person, we have to watch our
9. I'm not of handling my physical changes during adolescence.
10. Becoming a grown up means we have to learn how to more.

A. Read the following text.

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

(Adapted from "English in Focus" 2008)

B. Decide whether these statements are true (T) or false (F).

No.	Statements	T/F	Corrections.
1.	The writer was a lazy student when he was in junior high school.		
2.	Science was the easiest lesson for the writer.		
3.	The writer was grounded because he didn't do his Biology homework.		
4.	The writer was told to make a book review.		
5.	He looked for the books in a bookstore.		
6.	He found a book about medical health.		
7.	He got inspirations and realized that science was important for the human kind.		
8.	He wanted to be an inventor someday.		
9.	The writer realized that science can help the human kind to discover many things.		
10.	The writer decided to manage his behaviour and became a doctor someday.		

C. Answer the following questions!

1. When did the story take place?
2. Was the writer a diligent student?
3. Why did the writer hate the science?
4. Why did the teacher ground the writer in the library?
5. What did the writer do in the library?
6. What was the title of the book that the writer read?
7. Who were mentioned in the book? Who were they?
8. What happened to the writer after he read the book?
9. Why did the writer realize that science was useful for human kid?
10. What is the purpose of the text?

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 2 Bantul
Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Jenis Teks	: Recount
Skills	: Reading
Waktu	: 2 x 40 menit

A. Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

C. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran, siswa dapat menemukan informasi kebahasaan dan non kebahasaan teks berbentuk narrative secara rinci.

D. Indikator:

1. Menemukan topik dan gagasan utama dalam teks recount.
2. Menentukan sinonim dalam bacaan teks recount.
3. Melengkapi informasi dalam tabel.
4. Menentukan moral value yg terdapat dalam teks recount.

E. Materi Pembelajaran

Teks Report

Kosa kata terkait teks

F. Metode Pembelajaran

Text-based (BKOF, MOT, JCOT, dan ICOT)

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal

- a. Salam dan bertegur sapa.
- b. Berdoa.
- c. Mengecek kehadiran siswa.
- d. Mengulang kembali apa yang sudah dipelajari pada pertemuan sebelumnya.

2. Kegiatan Inti

a. BKOF

- 1) Guru bertanya jawab tentang topik yang akan dibahas.
- 2) Guru menunjukkan berbagai contoh bahan bacaan recount yang ada di buku, bacaan di internet, dll.
- 3) Guru menyampaikan tujuan pembelajaran.

b. MOT

- 1) Guru menjelaskan kembali cara menggunakan strategi skimming dan scanning.
- 2) Guru menjelaskan kembali cara menebak kosa kata berdasarkan konteks.
- 3) Guru menjelaskan kembali cara menulis ringkasan.

c. JCOT

- 1) Siswa melakukan kegiatan presentasi dan diskusi kelas.
- 2) Siswa mengerjakan latihan agar menggunakan strategi skimming dan scanning.
- 3) Siswa mengerjakan latihan untuk menebak kosakata berdasarkan konteks.
- 4) Siswa melakukan kegiatan ekstensive reading.
- 5) Siswa menulis ringkasan.

3. Kegiatan Penutup

- a. Guru memberikan kesempatan siswa untuk bertanya.
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari.
- c. Guru menutup pertemuan.

H. Penilaian

- Teknik : written
- Bentuk : matching, essay, essay, completing tabel.
- Instrument : terlampir
- Rubrik Penilaian

Bentuk	Penilaian	Score
Written	Matching	1 number: 1
	Essay	1 number: 1
	Essay	1 number: 1
	Completing tabel	1 number: 1

Bantul, 1 April 2013

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Siti Zumaroh, S.Pd.

Anisa Puspita Hapsari

NIP. 19570421 197802 2001

NIM. 082241018

A. Read the following text.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market. Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

(Taken from "Scaffolding English for Junior High School Students"2008)

B. Match the words in column A with their meanings in column B.

A	B
1. traditional	a. that is legally or officially acceptable
2. coupon	b. organization that provides a particular service especially on behalf of other businesses or organizations.
3. street	c. a small piece of printed paper that you can exchange for something or gives you right to buy something
4. tour	d. more quickly than usual
5. valid	e. a thing that you give to somebody as a gift
6. agency	f. get pleasure from something
7. hurried	g. a period of time spent travelling or resting away from home
8. enjoy	h. being part of customs that have not changed for a long time
9. holiday	i. a public road in a city or town
10. present	j. a journey made for pleasure during several which several different towns, countries, etc. are visited

C. Work with your partner to answer the following questions.

1. What is the text about?
2. Who called the writer?
3. What time did Fanny ask the writer to go out?
4. Where did Fanny want to go?
5. What did the writer and Fanny find in the street?
6. Why were the writer and Fanny shocked?
7. What was the content of coupon?
8. What did they do in tour agency?
9. Where did the writer and Fanny go for holiday?
10. What was the end of the story?

A. Read the following text.

Last year I met Delon for the first time. He was a new student in my class. He was from Jakarta and moved here because his father worked in this town. My teacher asked him to sit next to me so we were desk mates.

Delon usually had a driver bring him to school and pick him up from school. One day, he told me that his driver could not pick him up. I offered him a ride, but I told him that I just rode an old bicycle. He didn't mind and said thanks.

After the bell rang, we rushed to the parking lot and I got my bike. Then, Delon sat at the back and I pedaled my bicycle slowly. On the way, suddenly Delon asked me to stop. I asked him why, but he didn't answer. He soon got off the bicycle and approached a girl who was crying. The girl told him that a pickpocket had stolen her bag. She pointed at a pickpocket who was running away.

Delon chased the pickpocket and tried to get the bag back. They had a fight and finally Delon could beat the pickpocket. Being afraid, the pickpocket ran away. Then, Delon gave the bag to the girl. She expressed her deep gratitude to him. I was speechless seeing the incident. It was hard to believe. I never thought that Delon was so courageous. He was really a hero.

(Taken from "Scaffolding English for Junior High School Students" 2008)

B. Answer the following questions!

1. What is the text about?
2. Who was Delon?
3. Why did Delon move to Jakarta?
4. How did usually Delon go to school?
5. Why did the writer pick up Delon?
6. Who did Delon see when he went home with the writer?
7. What did Delon do when he heard about the incident?
8. What did the girl do after Delon give her bag?
9. What is the moral value of the story?
10. What is the purpose of the text?

C. Make a list of events from the text based on the chronological order.

No.	Time Sequence	Events

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 2 Bantul
Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Jenis Teks	: Narrative
Skills	: <i>Reading</i>
Waktu	: 2 x 40 menit

A. Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar:

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

C. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran, siswa dapat menemukan informasi kebahasaan dan non kebahasaan teks berbentuk *narrative* secara rinci.

D. Indikator:

1. Menemukan topik dan gagasan utama dalam teks narrative.
2. Menentukan sinonim dalam bacaan teks narrative.
3. Melengkapi kalimat dengan kata-kata yang ada didalam tabel.
4. Melengkapi informasi dalam tabel.
5. Menentukan moral value yg terdapat dalam teks narrative.

E. Materi Pembelajaran

Teks Report: "The Prince and His Best Friends" dan "Babu and the Lion"
Kosa kata terkait teks

F. Metode Pembelajaran

Text-based (BKOF, MOT, JCOT, dan ICOT)

G. Langkah-Langkah Pembelajaran**1. Kegiatan Awal**

- a. Salam dan bertegur sapa.
- b. Berdoa.
- c. Mengecek kehadiran siswa.
- d. Mengulang kembali apa yang sudah dipelajari pada pertemuan

2. Kegiatan Inti**a. BKOF**

- 1) Guru bertanya jawab tentang topik yang akan dibahas.
- 2) Guru menunjukkan berbagai contoh bahan bacaan narrative yang ada di koran, majalah, buku cerita, dll.
- 3) Guru menyampaikan tujuan pembelajaran.

b. MOT

- 1) Guru memberikan berbagai bacaan naratif.
- 2) Guru menjelaskan generic structure dan social function dari teks narrative.
- 3) Guru menjelaskan tentang strategi skimming dan scanning.
- 4) Guru menjelaskan tentang menebak kosakata berdasarkan konteks.
- 5) Guru menjelaskan cara menulis ringkasan.

c. JCOT

- 1) Guru membagikan teks recount.
- 2) Siswa mengerjakan latihan agar menggunakan strategi skimming dan scanning.
- 3) Siswa mengerjakan latihan untuk menebak kosakata berdasarkan konteks.
- 4) Siswa melakukan kegiatan ekstensive reading.
- 5) Siswa menulis ringkasan.
- 6) Siswa mengadakan presentasi dan class discussion.

d. ICOT

- 1) Guru memberikan soal-soal reading comprehension.
- 2) Siswa mengerjakan worksheet yang diberikan oleh guru secara individual.
- 3) Guru dan siswa membahas soal bersama.

3. Kegiatan Penutup

- a. Guru memberikan kesempatan siswa untuk bertanya.
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan tugas kepada siswa.
- d. Guru menutup pertemuan.

H. Penilaian

- Teknik : *Written*
- Bentuk : *Matching, essay, deciding whether the statements true or false, essay, completing diagram.*
- Instrument : terlampir
- Rubrik Penilaian

Bentuk	Penilaian	Score
Written	Matching	1 number: 1
	Essay	1 number: 1
	Deciding whether the statements true or false	1 number: 1
	Essay	1 number: 1
	Completing diagram	1 number: 1

Bantul, 5 Januari 2013

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Siti Zumaroh, S.Pd.
NIP. 19570421 197802 2001

Anisa Puspita Hapsari
NIM. 082241018

A. Read the following text!**The Prince and His Best Friends**

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out. Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

(Adapted from "English in Focus"2008)

B. Match the words in column A with their meanings in column B.

A	B
1. kind	a. friendly to others
2. adore	b. like very much
3. servant	c. people with of the highest social class
4. aristocrat	d. unexpectedly; all of a sudden
5. suddenly	e. cannot move or escape
6. trapped	f. cause to do something by discussion
7. persuaded	g. recommend to do something
8. urge	h. move quietly and secretly
9. sneak	i. big explosion
10. blast	j. person who works in a household for wages

C. Answer the following questions!

1. What is the text about?
2. What kind of person was Prince Jonathan?
3. Who were Prince's Jonathan friends?
4. What happened when the Prince and his two friends were walking in the forest?
5. Why did Franklin try to persuade the Prince to surrender?
6. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
7. Why did Franklin sneak out to meet the bandits' leader?
8. Did the Prince manage to escape from the bandits? How?
9. After you read the story, what did you think of the Prince's friends?
10. How did the story end?

D. Decide whether these statements are true (T) or false (F).

No.	Statements	T/F	Corrections
1.	The young Prince was hated by his people.		
2.	The young Prince was kind to others.		
3.	The Prince had two best friends.		
4.	Both of the Prince's friends were rich people.		
5.	When the bandits attacked, they hurried back to the castle.		
6.	The Prince and his friends hid in an old house.		
7.	The Prince didn't want to surrender.		
8.	Franklin made an agreement with the bandits.		
9.	The bandits managed to enter the house by breaking the front door.		
10.	The Prince and Peter managed to escape but Franklin didn't.		

A. Read the following text.

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave. Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Taken from "Contextual Teaching and Learning Bahasa Inggris" 2008)

B. Complete each sentence below with the correct word from the box.

Punched slept ran away bad lame
bravely frightened attack painful heard

1. The master didn't give him food.
2. The master often his slave.
3. The slave from his master.
4. He in a cave.
5. Babu a loud roar.

6. He was by the roar of the lion.
7. The lion did not him.
8. The lion walked unsteadily. It was
9. A thorn pained its right foot. The foot was
10. Babu walked towards the lion.

C. Complete the following worksheet according to the text!

No.	Items	Informations
1.	The text tells about (topic)	
2.	The characters of the story	
3.	The setting of the story	
4.	The main problems of the story	
5.	The moral values of the story	

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 2 Bantul
Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
JenisTeks	: Narrative
Skills	: <i>Reading</i>
Waktu	: 2 x 40 menit

A. Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar:

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

C. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran, siswa dapat menemukan informasi kebahasaan dan non kebahasaan teks berbentuk *narrative* secara rinci.

D. Indikator:

1. Menemukan topik dan gagasan utama dalam teks *narrative*.
2. Menentukan ciri-ciri kebahasaan dalam teks *narrative*.
3. Melengkapi informasi dalam tabel.
4. Menentukan moral value yg terdapat dalam teks *narrative*.

E. Materi Pembelajaran

Teks Report: "The Legend of Nyi Roro Kidul" dan "The Legend of Banyuwangi"

Kosa kata terkait teks

F. Metode Pembelajaran

Text-based (BKOF, MOT, JCOT, dan ICOT)

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal

- a. Salam dan bertegursapa.
- b. Berdoa.
- c. Mengecek kehadiransiswa.

2. Kegiatan Inti

a. BKOF

- 1) Guru mereview kembali apa yang sudah dipelajari pada pertemuan sebelumnya.
- 2) Guru bertanya jawab tentang topik yang akan dibahas.
- 3) Guru menyampaikan tujuan pembelajaran.

b. MOT

- 1) Guru memberikan berbagai bacaan naratif.
- 2) Guru menjelaskan generic structure dan social function dari teks narrative.
- 3) Guru menjelaskan tentang strategi skimming dan scanning.
- 4) Guru menjelaskan tentang menebak kosakata berdasarkan konteks.
- 5) Guru menjelaskan cara menulis ringkasan.

c. JCOT

- 1) Siswa melakukan kegiatan ekstensive reading.
- 2) Guru membagikan teks recount.
- 3) Siswa mengerjakan latihan agar menggunakan strategi skimming dan scanning.
- 4) Siswa mengerjakan latihan untuk menebak kosakata berdasarkan konteks.
- 5) Siswa melakukan kegiatan ekstensive reading.
- 6) Siswa menulis ringkasan.
- 7) Siswa mengadakan presentasi dan class discussion.

d. ICGT

- 1) Guru memberikan soal-soal reading comprehension.
- 2) Siswa mengerjakan worksheet yang diberikan oleh guru secara individual.
- 3) Guru dan siswa membahas soal bersama.

3. Kegiatan Penutup

- a. Guru memberikan kesempatan siswa untuk bertanya.
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan tugas kepada siswa.
- d. Guru menutup pertemuan.

H. Penilaian

- Teknik : *Written*
- Bentuk : *True or false, essay, matching, essay.*
- Instrument : terlampir
- Rubrik Penilaian

Bentuk	Penilaian	Score
Written	True or false	1 number: 1
	Essay	1 number: 1
	Matching	1 number: 1
	Essay	1 number: 1

Bantul, 5 Januari 2013

Mengetahui,
Guru Mata Pelajaran

Siti Zumaroh, S.Pd.
NIP. 19570421 197802 2001

Mahasiswa

Anisa Puspita Hapsari
NIM. 082241018

A. Read the following text.

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of sun. Her father was King expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send away his daughter. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

(Taken from "Scaffolding English for Junior High School Students" 2008)

B. Decide whether these statements are true (T) or false (F).

No.	Statements	T/F	Corrections
1.	Dewi Srengenge was a beautiful princess.		
2.	The King did not want to have a son.		
3.	Dewi Mutiara was Kadita's step mother.		
4.	Kadita's father wanted his son to become king someday.		
5.	After Kadita was cursed by black wizard, her beauty was vanish.		
6.	Kadita was very sad because her body was full of ulcer.		
7.	The King sent away his daughter to cure her illness.		
8.	Kadita hate her step mother.		
9.	After Kadita jumped into the ocean, her ulcer was dissapear.		
10.	She can control the whole of South Ocean.		

C. Answer the following questions!

1. Why was Kadita called Dewi Srengenge?
2. What is the meaning of Dewi Srengenge's name?
3. Why did The King want to marry Dewi Kadita?
4. What did Dewi Kadita want for his son?
5. Why did Dewi Mutiara want to send away her step sister?
6. What did the black magician do?
7. What did the King do to keep his daughter from being a rumour?
8. What did beautiful princess do to cure her illness?
9. What was the miracle that happened?
10. What was the ending of the story?

D. Complete the following worksheet according the text!

No.	Items	Informations
1.	The text tells about (topic)	
2.	The characters of the story	
3.	The setting of the story	
4.	The main problems of the story	
5.	The moral values of the story	

E. Read the following text.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The King has a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted to her to be his wife.

One day, the king sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said "Banyu....Wangi.... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

(Taken from "Scaffolding English for Junior High School Students"2008)

F. Match the words in column A with their synonyms in column B.

A	B
1. failed	a. the side of a river
2. mission	b. admiration
3. bank	c. having a pleasant smell
4. innocence	d. not successful
5. immediately	e. having good personal qualities that people admire
6. wonderful	f. the fact of not being guilty
7. fragrant	g. holy
8. proof	h. an important job that must be done
9. noble	i. information that show something is true
10. sacred	j. without delay

G. Answer the following questions!

1. Who was Raden Sidopekso?
2. Who was Sri Tanjung?
3. Why did the King want Sri Tanjung to be his wife?
4. Why was the Prime Minister was very angry with his wife?
5. Why did Sidopekso kill her wife?
6. Where did Sidopekso kill her wife?
7. What is the meaning of "Banyuwangi"?
8. Why did the river become clean and spread a wonderful fragrance?
9. How did the story end?
10. What is the moral value of the story?

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 2 Bantul
Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Jenis Teks	: Narrative
Skills	: Reading
Waktu	: 2 x 40 menit

A. Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

C. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran, siswa dapat memahami teks berbentuk narrative dengan akurat, lancar dan berterima.

D. Indikator:

1. Menemukan topik dan gagasan utama dalam teks narrative.
2. Menentukan sinonim dalam bacaan teks narrative.
3. Melengkapi informasi dalam tabel.
4. Menentukan moral value yg terdapat dalam teks narrative.

E. Materi Pembelajaran

Teks Report: "The Legend of Mount Wayang dan "The Legend of Lake Batur"
Kosa kata terkait teks

F. Metode Pembelajaran

Text-based (BKOF, MOT, JCOT, ICOT)

G. Langkah-Langkah Pembelajaran

1. Kegiatan Awal

- a. Salam dan bertegur sapa.
- b. Berdoa.
- c. Mengecek kehadiran siswa.

2. Kegiatan Inti

a. BKOF

- 1) Guru bertanya jawab tentang topik yang akan dibahas.
- 2) Guru menunjukkan berbagai contoh bahari bacaan recount yang ada di buku, bacaan di internet, dll.
- 3) Guru menyampaikan tujuan pembelajaran.

b. MOT

- 1) Guru mereview kembali apa yang sudah dipelajari pada pertemuan sebelumnya.
- 2) Guru bertanya jawab tentang topik yang akan dibahas.
- 3) Guru menyampaikan tujuan pembelajaran.

c. JCOT

- 1) Siswa melakukan kegiatan ekstensive reading.
- 2) Guru membagikan teks recount.
- 3) Siswa mengerjakan latihan agar menggunakan strategi skimming dan scanning.
- 4) Siswa mengerjakan latihan untuk menebak kosakata berdasarkan konteks.
- 5) Siswa melakukan kegiatan ekstensive reading.
- 6) Siswa menulis ringkasan.
- 7) Siswa mengadakan presentasi dan class discussion.

d. ICOT

- 1) Guru memberikan soal-soal reading comprehension.
- 2) Siswa mengerjakan worksheet yang diberikan oleh guru secara individual.
- 3) Guru dan siswa membahas soal bersama.

3. Kegiatan Penutup

- a. Guru memberikan kesempatan siswa untuk bertanya.
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari.
- c. Guru menutup pertemuan.

H. Penilaian

- Teknik : Written
- Bentuk : True or false, essay, matching, essay.
- Instrument : terlampir
- Rubrik Penilaian

Bentuk	Penilaian	Score
Written	Matching	1 number: 1
	Completing tabel	1 number: 1
	Matching	1 number: 1
	Essay	1 number: 1

Bantul, 5 Januari 2013

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Siti Zumaroh, S.Pd.

Anisa Puspita Hapsari

NIP. 19570421 197802 2001

NIM. 082241018

A. Read the following text.

The Legend of Mount Wayang

Long time ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

(Adapted from English in Fokus 2008)

B. Match each word in column A with its meaning in column B.

A	B
1. mingle	a. mix
2. mortals	b. subject, important things
3. render	c. first light of day
4. settle	d. cause something happens
5. matter	e. not conscious
6. fairy	f. finish
7. unconscious	g. morally bad
8. wicked	h. not immortal

9. enchanted	i. placed under a magic spell
10. dawn	j. imaginary creature with magical powers

C. Complete the following worksheet according the text!

No.	Items	Informations
1.	The text tells about (topic)	
2.	The characters of the story	
3.	The setting of the story	
4.	The main problems of the story	
5.	The moral values of the story	

D. Read the following text.**The Legend of Lake Batur**

A long time ago, there lived on the island of Bali a giantlike creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Diffculties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Adapted from English in Fokus 2008)

E. Match the words in column A with their synonyms in column B.

A	B
1. destroyer	a. the crops
2. barn	b. a feeling of violent anger that is difficult to control
3. empty	c. hollow space in the land
4. harvest	d. disagree strongly with somebody's plan
5. temple	e. full of contents that go over the sides

6. rage	f. a person that destroys
7. oppose	g. a building used for the worship of a god
8. limestone	h. a large farm building for storing grain
9. hole	i. no things inside
10. overflow	j. a type of white stone used to build building

F. Answer the following questions!

1. What was Kbo Iwo?
2. What is meant by a destroyer as well as a creator?
3. What made him satisfied?
4. What had caused Kbo Iwo's anger?
5. Why did the Balinese turn to rage?
6. How did the Balinese oppose this powerful giant?
7. What did they ask Kbo Iwo to do?
8. How could he fall asleep in the hole?
9. Where did the Balinese throw the limestone?
10. What happened then?

"The Old Woman and The Sparrow"

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

<http://freeenglishcourse.info/2011/01/kumpulan-lengkap-contoh-text-narrative-terbaik-bahasa-inggris.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

The Magic Candle

One day, a young wandered got lost in the wood. Suddenly, he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that a devil had stolen her magic candle. The candle could grand anything she asked. The wandered asked her where the devil lived. "In a castle not far from here", said the woman.

The wandered went to the castle. There he found the devil, but he was old and weak. Therefore, when the wandered grabbed the magic candle from the devil's table and run away, he couldn't chase him.

However the wandered was not a kind man. He didn't return the candle to the old woman, but keep it for himself. He lit the candle and made a wish, I want to go far from here. "

Suddenly, a genie appeared and took him to a beautiful palace. There was a party in the palace. The wandered wanted to make some money. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to buy some jewelry but there was nothing left. The wandered fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wandered told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night, she lit the candle and wished the wandered disappeared.

In the morning, the wandered awoke and found himself back in his ugly house in the village.

<http://englishjuniorhighschool.blogspot.com/2012/05/magic-candle.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

The Goose that Laid Golden Eggs

Once upon a time, there lived a happy family in a village. A man and his wife lived happily on a little farm, tending their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.

Then one day a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and every day after that, the goose laid another egg of solid gold!

The couple was soon richer than they had ever dreamed of, but they were not happy. They grew impatient with only one golden egg a day. The farmer said to his wife, "Our goose must be full of gold. Why should we wait to have more eggs?"

"If we cut her open," his wife agreed, "we can get all the eggs at once." So they killed the goose! They were very surprised to find that it was just like any other goose inside. Even worse, there would never be any more golden eggs!

<http://englishjuniorhighschool.blogspot.com/2012/05/goose-that-laid-golden-eggs.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

A Shepherd, his sheep and wild goat

A shepherd took his sheep out to pasture, but when it was time to return to the sheep pen, he found that some wild goats had become mixed up with his flock. Nonetheless, he was very pleased that the flock had grown by itself, and he closed the goats into the pen along with the sheep.

The next day was rainy and the shepherd decided not to go out. He gave his sheep only a small handful of food, while he gave much bigger rations to the goats. He thought that if he treated them well, they would stay with him. In spite of this, as soon as the shepherd opened the gate, the goats ran out and he was unable to catch them again.

"Ungrateful beasts," shouted the shepherd after them." I treated you better than the other!"

"That's why we're going," answer one of the goats. "If you prefer us new animals to your sheep, how will you treat us if you find some more animals in your flock?"

So do not be too happy if someone shows you that they prefer you to their old friends. You too will soon be an old friend and could be replaced just as easily.

<http://englishjuniorhighschool.blogspot.com/2013/03/example-of-narrative-text-shepherd-his.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

Mount Kinabalu

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

<http://englishjuniorhighschool.blogspot.com/2013/03/example-of-narrative-text-mount-kinabalu.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

APPENDIX H
LEMBAR JAWABAN SISWA

$$\frac{21}{3} = 7.0$$

Dina Aprilia
08

B. Answer the following questions!

1. What is the text about? It's about going by plane for the first time.
2. How was the writer's feeling when he was going by plane for the first time? excited and scared.
3. What did the writer do before taking off? Taking safety belt.
6. 4. Why did the writer feel scared after taking off?
5. What did the writer do when the plane was gradually climbing? Praying.
6. What is the purpose of the text above? telling the writer's last experience
7. How did the story end? The writer landed safely

C. Make a list of events from the text based on the chronological order.

No.	Time Sequence	Events
1.	Before taking off	Checked in one & half hours, go on board, found his seat, putting safety belt.
2.	during taking off	Feeling scared.
3.	After taking off	Landed safely, he enjoyed the flight.

D. Complete the text with the correct words from the box.

a. exhausting	b. brighter	c. bus station	d. journey
e. riding	f. morning	g. trembling	h. speechless
h. irregular	i. scenery	k. winding	l. descended

How was your last holiday? Did you have a great time? I did. Last holiday I went to Mount Bromo with my family and relatives, by bus. It was very early morning, around 4 a.m. When our bus arrived at a small (1).....near Mount Bromo's area. The weather was freezing that we were

(2).....⁶.....although we had already worn gloves, thick sweaters, shoes, scarves, masks and hats.

To reach Mount Bromo we had to board a mini van first. It took around 45 minutes. The road was (3).....^K.....and obscurely, we saw the ravines on the right side of the road.

6. From the mini van stop, we had to reach a good spot to see the sunrise. It was hard and exhausting since we walked through sand and the path was (4).....^H..... However, when we finally witnessed the shining golden ball apparing from a mountain and the surrounding becoming (5).....^I.....our tiredness disappeared. It was so beautiful that we forgot the long and tiring (6).....^J.....we had been trough. We took some photographs. When the day was fully bright, we (7).....^B.....down the hill to continue our journey to the peak of Mount Bromo.

Again we boarded the similar mini van to the jeep stop. We had to board a jeep to get closer to Mount Bromo. Around forty minutes later we arrived at a wide sand plateau. The jeep could only take us to half way. We had to continue the rest of the way on foot or by (8).....^E.....a horse. My cousins and I chose to walk. We walked through the sand area as far as two kilometers or more, I guess. It was a trifle (9).....^A.....that we had to stop many times before reaching the peak. When we got there, I could see the scenery surrounding the mountain from above. I was (10).....^I.....It was truly magnificent!

E. Answer the following questions!

- 7.
1. What is the text about? The writer holiday to mount Bromo.
 2. Who did the writer visit Mount Bromo with? the writer's family & relat
 3. How was the weather in Mount Bromo's area? Freezing
 4. How did the weather and his/her group get to the sunrise spot? on foot
 5. What did they see on the right side of the roas on their way to see the sunrise? there is ravines
 6. What is the main idea of paragraph 3? Seeing the sunrise
 7. How many times did they board a mini van? twice.
 8. Why was the writer speechless?
 9. How was the ending of the story?
 10. What is the purpose of the text? To tell someone's past experience

A. Read the following text.

My Adolescence

Last night, I read an article about ^{masa remaja} adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time and I was an adolescent. I felt very emotional about everything and my behaviour changed too. I tried to learn more about myself. I tried to discover what I wanted to do, become more responsible for the decision that I took, and try to be what kind of people I wanted to be.

To ^{meredakan} divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was ^{dapat} capable to control my emotions and to have a place where I could express my creativity and my ^{minat} interest in positive ways.

(Adapted from "English in Focus"2008)

$$\frac{31}{4} = 7.75$$

Keny Karen
VMC/16

C. Answer the following questions!

1. Where did the writer find out about adolescence? in a magazine
2. What is adolescence? learned that it was a time of change between childhood and Adulthood
3. Is adolescence a period of physical growth only? yes. 1713
4. How old was the writer when he experienced adolescence? The writer fourteen years old
5. How did it make him feel? he feel very emotional everything and my behaviour changed too.
6. What did the writer do to divert his emotions? he took many extra curricular activities
7. What extra curricular activities did the writer take? piano lessons, English course, extra science, math lessons, play basket
8. When did the writer spend the days with his family? at weekends
9. Did the writer benefit from the activities? no, he did not
10. What is the purpose of the text? to tell someone's past experience.

D. Complete each sentence below with the correct word from the box.

masa remaja	tingkah laku	remaja	dapat dipercaya
adolescence	behaviour	adolescent	reliable
concentrate	learned	minat	capable
interest	pelajaran	divert	responsable
		mengalihkan	

1. My parents gave me a interest to clean my room every day.
2. Adolescence is the hardest time for me, because I always feel clumsy and awkward.
3. She is an Adolescent now. Therefore she has to learn to be a grown up.
4. I joined a football club to Divert my emotions during teenage time.
5. He is not a cheerful person. He doesn't have any responsable towards anything.
6. People consider him a learned person. He is very trustworthy.
7. At school, I reliable about knowledge and also how to socialize.
8. When interacting with an older person, we have to watch our Behaviour.
9. I'm not capable of handling my physical changes during adolescence.
10. Becoming a grown up means we have to concentrate learn how to more.

A. Read the following text.

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

(Adapted from "English in Focus"2008)

B. Decide whether these statements are true (T) or false (F).

No.	Statements	T/F	Corrections
1.	The writer was a lazy student when he was in junior high school.	T	
2.	Science was the easiest lesson for the writer.	F	science was the very difficult lessons of the writer.
3.	The writer was grounded because he didn't do his Biology homework.	F	The teacher was grounded coz he didn't
4.	The writer was told to make a book review.	T	
5.	He looked for the books in a bookstore.	F	He looked for the books when he was browsing the shelves in the library
6.	He found a book about medical health.	T	
7.	He got inspirations and realized that science was important for the human kind.	F	
8.	He wanted to be an inventor someday.	F	He wanted realised that science is useful for human kind.
9.	The writer realized that science can help the human kind to discover many things.	F	
10.	The writer decided to manage his behaviour and became a doctor someday.	T	

C. Answer the following questions!

- When did the story take place? when he was in junior high school
- Was the writer a diligent student? yes, he was
- Why did the writer hate the science? because science was very difficult for him
- Why did the teacher ground the writer in the library? because he didn't do his biology homework
- What did the writer do in the library? look for the book, read and make a summary about them.
- What was the title of the book that the writer read? "The inventors of medicine"
- Who were mentioned in the book? Who were they? Edward Jenner, Louis Pasteur, Robert Koch, Alexander Flemming
- What happened to the writer after he read the book? He realised that science is useful for human kind
- Why did the writer realize that science was useful for human kind? because he had learned from the book.
- What is the purpose of the text? To retell someone's past experience

$$\frac{30}{4} = 7.5$$

181 - legun Affam
UMC / 21

A. Read the following text.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

B. Match the words in column A with their meanings in column B.

A	B
1. traditional h	a. that is legally or officially acceptable
2. coupon c	b. organization that provides a particular service especially on behalf of other businesses or organizations.
3. street f	c. a small piece of printed paper that you can exchange for something or gives you right to buy something
4. tour j	d. more quickly than usual
5. valid d	e. a thing that you give to somebody as a gift
6. agency b	f. get pleasure from something
7. hurried a	g. a period of time spent travelling or resting away from home
8. enjoy i	h. being part of customs that have not changed for a long time
9. holiday g	i. a public road in a city or town
10. present e	j. a journey made for pleasure during several which several different towns, countries, etc. are visited

C. Work with your partner to answer the following questions.

- 8
1. What is the text about? Getting a coupon and go to Lombok
 2. Who called the writer? Fanny
 3. What time did Fanny ask the writer to go out? at 10.00 o'clock
 4. Where did Fanny want to go? they want to go traditional market
 5. What did the writer and Fanny find in the street? a piece of pink coupon
 6. Why were the writer and Fanny shocked? because the coupon was receipt of four night
 7. What was the content of coupon?
 8. What did they do in tour agency? they ask to agency about tour to Lombok
 9. Where did the writer and Fanny go for holiday? tour agency
 10. What was the end of the story? the writer and fanny

A. Read the following text.

Last year I met Delon for the first time. He was a new student in my class. He was from Jakarta and moved here because his father worked in this town. My teacher asked him to sit next to me so we were desk mates.

Delon usually had a driver bring him to school and pick him up from school. One day, he told me that his driver could not pick him up. I offered him a ride, but I told him that I just rode an old bicycle. He didn't mind and said thanks.

After the bell rang, we rushed to the parking lot and I got my bike. Then, Delon sat at the back and I pedaled my bicycle slowly. On the way, suddenly Delon asked me to stop. I asked him why, but he didn't answer. He soon got off the bicycle and approached a girl who was crying. The girl told him that a pickpocket had stolen her bag. She pointed at a pickpocket who was running away.

Delon chased the pickpocket and tried to get the bag back. They had a fight and finally Delon could beat the pickpocket. Being afraid, the pickpocket ran away.

Then, Delon gave the bag to the girl. She expressed her deep gratitude to him. I was speechless seeing the incident. It was hard to believe. I never thought that Delon was so courageous. He was really a hero.

B. Answer the following questions!

1. What is the text about? *Hero*
2. Who was Delon? *He is new student*
3. Why did Delon move to Jakarta? *Because his father worked in this town.*
4. How did usually Delon go to school? *by car*
5. Why did the writer pick up Delon? *Because delon's driver could not pick!*
6. Who did Delon see when he went home with the writer? *a girl -*
7. What did Delon do when he heard about the incident? *Sad.*
8. What did the girl do after Delon give her bag? *gratituted to Delon*
9. Why did Delon was called a hero? *Because he chased the pickpocket and tried to get back the bag*
10. What is the purpose of the text? *to tell writer's last experience.*

C. Make a list of events from the text based on the chronological order.

No.	Time Sequence	Events
	Orientation	<i>Delon went to the parking lot, got writer's bike. They rode a bicycle</i>
	Events	<i>Delon saw the girl was crying and approached her.</i>
	Reorientation	<i>Delon chased the pickpocket and tried to get back the bag to the girl. girl expressed deep gratitude to Delon</i>

A. Read the following text!

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out. Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

(Adapted from "English in Focus" 2008)

B. Match the words in column A with their meanings in column B.

A	B
1. kind A	a. friendly to others
2. adore b.	b. like very much
3. servant j	c. people with of the highest social class
4. aristocrat c	d. unexpectedly; all of a sudden
5. suddenly g	e. cannot move or escape
6. trapped f	f. cause to do something by discussion
7. persuaded d	g. recommend to do something
8. urge e	h. move quietly and secretly
9. sneak h	i. big explosion
10. blast i	j. person who works in a household for wages

C. Answer the following questions!

1. What is the text about? The prince and His best friends
2. What kind of person was Prince Jonathan? he was loved and adored by his people
3. Who were Prince's Jonathan friends? Peter Piper and Franklin Greedy
4. What happened when the Prince and his two friends were walking in the forest? a group of bandits attack them
5. Why did Franklin try to persuade the Prince to surrender? because Franklin was very terrified
6. What did Peter Piper do when Franklin tried to persuade the Prince to surrender? He urged as supported the Prince not to give
7. Why did Franklin sneak out to meet the bandits' leader? because he tried to cheat
8. Did the Prince manage to escape from the bandits? How? no, he did not
9. After you read the story, what did you think of the Prince's friends? good boy
10. How did the story end?

D. Decide whether these statements are true (T) or false (F).

No.	Statements	T/F	Corrections
1.	The young Prince was hated by his people.	F	young prince was a kind man
2.	The young Prince was kind to others.	T	
3.	The Prince had two best friends.	T	
4.	Both of the Prince's friends were rich people.	T	
5.	When the bandits attacked, they hurried back to the castle.	T	
6.	The Prince and his friends hid in an old house.	T	
7.	The Prince didn't want to surrender.	T	
8.	Franklin made an agreement with the bandits.	F	Franklin was a bandits' friend
9.	The bandits managed to enter the house by breaking the front door.	T	
10.	The Prince and Peter managed to escape but Franklin didn't.	T	

A. Read the following text.

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave. Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from "Contextual Teaching and Learning Bahasa Inggris" 2008)

B. Complete each sentence below with the correct word from the box.

Punched slept ran away bad lame
bravely frightened attack painful heard

1. The bad master didn't give him food.
2. The master often frightened his slave.
3. The slave ran away from his master.
4. He slept in a cave.
5. Babu heard a loud roar.
6. He was punched by the roar of the lion.
7. The lion did not attack him.
8. The lion walked unsteadily. It was lame.
9. A thorn pained its right foot. The foot was painful.
10. Babu walked bravely towards the lion.

C. Complete the following worksheet according the text!

No.	Items	Informations
1.	The text tells about (topic)	The prince and his best friends.
2.	The characters of the story	prince = kind man Franklin = bad Peter piper = brave
3.	The setting of the story	In the Forest, old house,
4.	The main problems of the story	prince, piper, and Franklin were blocked by bandits
5.	The moral values of the story	we should not give up in any situation.

A. Read the following text.

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of sun. Her father was King expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send away his daughter. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

(Taken from "Scaffolding English for Junior High School Students" 2008)

B. Decide whether these statements are true (T) or false (F).

No.	Statements	T/F	Corrections
1.	Dewi Srengenge was a beautiful princess.	T	
2.	The King did not want to have a son.	F	The king married Dewi Mutiara to have a son.
3.	Dewi Mutiara was Kadita's step mother.	F	Dewi Mutiara's mother ha
4.	Kadita's father wanted his son to become king someday.	T	
5.	After Kadita was cursed by black wizard, her beauty was vanish.	T	
6.	Kadita was very sad because her body was full of ulcer.	T	
7.	The King sent away his daughter to cure her illness.	F	The king sent his daughter away to avoid the rumo
8.	Kadita hate her step mother.	T	
9.	After Kadita jumped into the ocean, her ulcer was dissapear.	T	
10.	She can control the whole of South Ocean.	T	

C. Answer the following questions!

- Why was Kadita called Dewi Srengenge? because of her beauty.
- What is the meaning of Dewi Srengenge's name? goddess of son
- Why did The King want to marry Dewi Kadita? The king expected to have
- What did Dewi Kadita want for his son? to become a king.
- Why did Dewi Mutiara want to send away her step sister? To avoid the rumo
- What did the black magician do? cure Kadita
- What did the King do to keep his daughter from being a rumour? sent Kadita
- What did beautiful princess do to cure her illness? jumped into the water swam.
- What was the miracle that happened? Kadita's body was clean from
- What was the ending of the story? Kadita could command the South ocean

D. Complete the following worksheet according the text!

No.	Items	Informations
1.	The text tells about (topic)	nyit Roro kidul
2.	The characters of the story	Kaditu = kind Kaditu's father = kind Dewi Mutara = bad wizard = bad
3.	The setting of the story	palace, ocean.
4.	The main problems of the story	Kaditu was cursed by black wizard.
5.	The moral values of the story	Kind heart will defeat a bad attitude

10

E. Read the following text.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The King has a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted to her to be his wife.

One day, the king sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said "Banyu....Wangi.... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

(Taken from "Scaffolding English for Junior High School Students"2008)

F. Match the words in column A with their synonyms in column B.

A	B
1. failed <i>d.</i>	a. the side of a river
2. mission <i>H</i>	b. admiration
3. bank <i>a.</i>	c. having a pleasant smell
4. innocence <i>g.</i>	d. not successful
5. immediately <i>j</i>	e. having good personal qualities that people admire
6. wonderful <i>i</i>	f. the fact of not being guilty
7. fragrant <i>c</i>	g. holy
8. proof <i>f</i>	h. an important job that must be done
9. noble <i>b.</i>	i. information that show something is true
10. sacred <i>e.</i>	j. without delay

G. Answer the following questions!

1. Who was Raden Sidopekso? The king's Prime Minister.
2. Who was Sri Tanjung? Prime Minister's wife.
3. Why did the King want Sri Tanjung to be his wife? because Sri Tanjung is beautiful.
4. Why was the Prime Minister was very angry with his wife? because Sri Tanjung was faithful.
5. Why did Sidopekso kill her wife? Because Sri Tanjung was unfaithful.
6. Where did Sidopekso kill her wife? at palace
7. What is the meaning of "Banyuwangi"? fragrant water.
8. Why did the river become clean and spread a wonderful fragrance? Because it is noble / sc.
9. How did the story end? The water became fragrant water.
10. What is the moral value of the story? The honesty will be proven at last.

A. Read the following text.

The Legend of Mount Wayang

Long time ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wickedfairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

(Adapted from English in Fokus 2008)

B. Match each word in column A with its meaning in column B.

A		B
1. mingle	a.	a. mix
2. mortals	h.	b. subject, important things
3. render	b.	c. first light of day
4. settle	F.	d. cause something happens
5. matter	T	e. not conscious
6. fairy	J	f. finish
7. unconscious	g	g. morally bad
8. wicked	e	h. not immortal

9. enchanted	B	i. placed under a magic spell
10. dawn	C	j. imaginary creature with magical powers

C. Complete the following worksheet according the text!

No.	Items	Informations
1.	The text tells about (topic)	Kbo lwo and The Legend of Mount Wayang
2.	The characters of the story	Kbo lwo : Bad, Stupid - Bali people : smart
3.	The setting of the story	Bali Island
4.	The main problems of the story	the barns were almost empty. Kbo lwo wild with and destroyed all the houses.
5.	The moral values of the story	We should be careful to other people

D. Read the following text.

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giantlike creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Diffculties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Adapted from English in Fokus 2008)

E. Match the words in column A with their synonyms in column B.

A	B
1. destroyer <i>F.</i>	a. the crops
2. barn <i>H.</i>	b. a feeling of violent anger that is difficult to control
3. empty <i>I.</i>	c. hollow space in the land
4. harvest <i>A.</i>	d. disagree strongly with somebody's plan
5. temple <i>G.</i>	e. full of contents that go over the sides

6. rage	B.	f. a person that destroys
7. oppose	e	g. a building used for the worship of a god
8. limestone	j	h. a large farm building for storing grain
9. hole	C.	i. no things inside
10. overflow	d	j. a type of white stone used to build building

F. Answer the following questions!

1. What was Kbo Iwo? *Giantlike creature lived on Bali island*
2. What is meant by a destroyer as well as a creator? *The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator.*
3. What made him satisfied? *ate a lot of meal*
4. What had caused Kbo Iwo's anger? *because the barns were almost empty*
5. Why did the Balinese turn to rage? *because Kbo Iwo's destroyed all the houses and temples.*
6. How did the Balinese oppose this powerful giant? *they opposed this powerful giant by their stupidity*
7. What did they ask Kbo Iwo to do?
8. How could he fall asleep in the hole? *because Kbo Iwo ate a lot of meal*
9. Where did the Balinese throw the limestone? *inside the hole boiling*
10. What happened then? *Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.*

7. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole.

Nama Kelompok : 1. Desty Sulistyowati

2. Diyah Dwi Lestari

3. Izza Aisha F.

4. Nadela Festy F.

"The Old Woman and The Sparrow" → burung pipit

VIII C

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

<http://freeenglishcourse.info/2011/01/kumpulan-lengkap-contoh-text-narrative-terbaik-bahasa-Inggris.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

1. The old woman found a poor little sparrow.

2. a. who found the poor little sparrow?

- The old woman's wife.

b. when did she find a poor little sparrow?

- One morning

c. What is the purpose of the text?

- to entertain the readers

d. How did a man and his wife find a poor little sparrow's nest?

- They walked a long way, crossed the bridges, climbed the mountains, and passed the woods.

e. where did a man and his wife find a poor little sparrow that flew away?

- At the sparrow's nest

f. why the bird flew away to its previous nest?

- Because the ill-tempered old woman cut the sparrow's tongue

ANIS SYAFITRI

DESYANA SETYARINI

The Magic Candle

Pengembara muda yg hilang di hutan

HERLIN D.

SYIFA SHAFAMADALIS

NIVI HIDAYATI

One day, a young wandered got lost in the wood. Suddenly, he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that a devil had stolen her magic candle. The candle could grant anything she asked. The wandered asked her where the devil lived. "In a castle not far from here", said the woman.

The wandered went to the castle. There he found the devil, but he was old and weak. Therefore, when the wandered grabbed the magic candle from the devil's table and run away, he couldn't chase him.

However the wandered was not a kind man. He didn't return the candle to the old woman, but keep it for himself. He lit the candle and made a wish, I want to go far from here.

Suddenly, a ^{jin} genie appeared and took him to a beautiful palace. There was a party in the palace. The wandered wanted to make some money. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money. Then a princess came to buy some jewelry but there was nothing left. The wandered fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wandered told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night, she lit the candle and wished the wandered disappeared.

In the morning, the wandered awoke and found himself back in his ugly house in the village.

<http://englishjuniorhighschool.blogspot.com/2012/05/magic-candle.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

1. The magic candle.
2. ~~a) what happened after wandered told the princess about his adventure~~
~~the magic candle?~~ The princess got very angry.
b) who got lost in the wood?
→ a young wandered.
c) when did the wandered meet a princess? when a princess came to buy some jewelry.
d) where did the wandered awake up? ugly house in the village.
e) why the old woman cry? Because the magic candle had stolen by a devil.
f) How did the magic candle grant anything? By lighting and wish ~~quest~~

The Goose that Laid Golden Eggs

Once upon a time, there lived a happy family in a village. A man and his wife lived happily on a little farm, tending their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.

Then one day a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and every day after that, the goose laid another egg of solid gold!

The couple was soon richer than they had ever dreamed of, but they were not happy. They grew impatient with only one golden egg a day. The farmer said to his wife, "Our goose must be full of gold. Why should we wait to have more eggs?"

"If we cut her open," his wife agreed, "we can get all the eggs at once." So they killed the goose! They were very surprised to find that it was just like any other goose inside. Even worse, there would never be any more golden eggs!

<http://englishjuniorhighschool.blogspot.com/2012/05/goose-that-laid-golden-eggs.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

Name :

- Almas Gede Sangay
- Deni Hendra Putra
- Marco Yudiantono (19)
- Yusuf Hartanto (29)

Answer :

1. The villager found the goose laid golden eggs

2. a. what is the purpose of the text?

- To entertain to reader.

b. who is involved?

- A farmer and his wife.

c. when the couple find a shiny golden eggs?

- After a new goose flew in among their flock.

d. when the farmer's family live?

- in a village

e. why the farmer's kill the goose?

- because they bared to wait for one golden egg a day.

f. How about the goose after it death?

- It was like another goose when death it can't lay golden egg

3. Once upon a time, there lived a happy family in a village. A man and his wife live happy on a little farm, tending their flock of geese and selling their egg at the market. He find a shiny golden egg in her nest. The farmer and his wife guess the goose must befull of gold. so they killed the goose, that it was just like any other goose inside.

Class: VIII C

Desy Putrisari (07)

Geny Karen (16)

Geny Suprihatin (18)

A Shepherd, his sheep and wild goat

Santira C

(25) A shepherd took his sheep out to ^{padang rumput} pasture, but when it was time to return to the sheep pen, he found that some ^{liar} wild goats had become mixed up with his ^{Kawanan} flock. ^{demikian} Nonetheless, he was very pleased that the flock had ^{menyukai} grown by itself, and he closed the goats into the ^{kandang} pen along with the sheep.

The next day was rainy and the shepherd ^{memutuskan} decided not to go out. He gave his sheep only a small handful of food, while he gave much bigger rations to the goats. He thought that if he ^{memperlakukan} treated them well, they ^{akan} would stay with him. In ^{dendam} spite of this, as soon as the shepherd opened the ^{gerbang} gate, the goats ran out and he was ^{tidak sanggup} unable to ^{menangkap} catch them again.

^{tidak berterima kasih} "Ungrateful beasts," shouted the shepherd after them. "I treated you better than the other!"

"That's why we're going," answer one of the goats. "If you ^{lebih suka} prefer us new animals to your sheep, how will you ^{memperlakukan} treat us if you find some more animals in your flock?"

moral value

→ So do not be too happy if someone shows you that they ^{lebih suka} prefer you to ^{mereka} their old friends. You too will soon be an old friend and could be replaced just as easily.

<http://englishjuniorhighschool.blogspot.com/2013/03/example-of-narrative-text-shepherd-his.html>

TASK

1. What is the text about?
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above!
4. Report in front of the class!

Answer:

1. It is about a sheep herd, his sheep and wild goat

2. - What is ^{the} purpose of the text?

To entertain/amuse the listeners or readers

- Where did the shepherd find that some wild goats?

In the pasture

- When did the shepherd find some wild goats?

When the shepherd wandered his sheep

- How did the story end?

Sad ending

- Who did the shepherd find in the pasture?

Some wild goats.

3. A shepherd found some wild goats had become mixed up with his flock. his sheep only a small handful of food while he gave much bigger rations to goats. He thought that if he treated them well, they would stay with him. In spite of this, as soon as the shepherd opened the gate, the goats ran out and he was unable to catch them again.

Kelompok

Gdi Nugroho (10)

Reyhan P.P (24)

Andri N.H. (02)

Indra. Weda 1.5 (15)

kelas: 8C

Mount Kinabalu

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

^{→ kaisar}
The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

^{→ senger}
When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

<http://englishjuniorhighschool.blogspot.com/2013/03/example-of-narrative-text-mount-kinabalu.html>

TASK

1. What is the text about? The legend mount Kinabalu
2. Make questions that consist of 5 W 1 H and answer it!
3. Make summary of the text above! (the text that Underlined)
4. Report in front of the class!

2. a. What is the text about?

The legend mount Kinabalu

b. Who had the Pearl?

The dragon

c. Why the emperor of China wanted the pearl?

Because He heard that the dragon controlled the weather with it.

d. Where the dragon lived?

on the of Mount ~~to~~ Kinabalu.

e. When the dragon leave the cave?

when the dragon hunt for food

Underlined: ...

APPENDIX I

PHOTOGRAPHS

Photographs



The Extensive Reading materials



The students were practicing to guess meaning of words based on the context.



The students were working in groups.



The students were presenting the summary in a group.

APPENDIX J

LETTER



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0302a/UN.34.12/DT/III/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

25 Maret 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :


Improving Students' Reading Comprehension Ability through Extensive Reading at Grade VIII of SMP N 2 Bantul in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : ANISA PUSPITA HAPSARI
NIM : 08202241018
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret 2013
Lokasi Penelitian : SMP N 2 Bantul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


Indun Probo Utami, S.E.
NIM 19670704 199312 2 001